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ABSTRACT

Examining the educational system of Yugoslavia, this publication stresses the socialist precepts upon which national educational policy is based. The report is presented in two sections. Section I describes general educational principlas, the system of management and finance, educational structure and organization, curricula and syllabi, and teacher training. Section II focuses on educational development in Yugoslavia from 1974-76. Major educational characteristics of this period are a decrease in number of preschool and elementary students combined with expansion of quantity and quality of secondary education; modernization of curriculum and syllabi along ideological lines; introduction of a system of gradual stages of education including on-the-job training and recurrent education; and stress on social and environmental issues in preschool and elementary curricula. Financial, administrative, and curricular changes developed to respond to these trends are discussed. Also included are statistical tables and examples of elementary and secondary education curricula. (Author/DB)

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THE YUGOSLAV COMMISSION FOR COOPERATION WITH UNESCO - BELGRADE
THE REPUBLICAN INSTITUTE FOR THE ADVANCEMENT OF TRAINING AND EDUCATION - BELGRADE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE DEVELOPMENT OF EDUCATION IN YUGOSLAVIA
1974 - 1976

BEST COPY AVAILABLE

Report prepared according to IBE Questionnaire for the XXXVI th Session of the International Conference on Education, Geneva, September 1977.

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BELGRADE, July 1977.

PART ONE

GENERAL PRINCIPLES

1. Yugoslavia is a socialist federal republic comprising six socialist republics (Bosnia-Hersegovina, Montenegro, Croatia, Macedonia, Slovenia and Serbia) and two autonomous socialist provinces (Kosovo and Vojvodina - in Serbia).

The most significant precepts and norms relevant to education and training[1] are regulated by: federal, republican and provincial contitutions, laws, social development plans, teaching curricula and syllabi, standard equipment and textbooks, etc.[2] In accordance with the self-management relations prevailing in this field, too, certain matters are also regulated by social compacts and self-management agreements, decisions passed by self-managing communities of interest and the bodies of socio-political communities (republics and provinces, communes), as well as by the statutes and other self-managing norm enactments of schools and other educational organisations.

The fundamental, mutual principles on education for the whole country are partially regulated by the Constitution of the Socialist Federal Republic of Yugoslavia (1974), laws on social planning (mid-term and long-term) and by the Associated Labor Act (1976). Compacts, agreements as well as decisions passed by the Interrepublican-Provincial Commissions for the Reform of Education, as well as by other coordinating bodies composed of delegates from the republics and provinces, which relate to the joint regulation of certain issues or their coordination also influence norms and everyday practice in education. The Yugoslav Constitution and federal laws are published in the Official Gazette of the Socialist Federal Republic of Yugoslavia.

Each republic and province autonomously regulates constitutional and legislative material on education. The constitutions of the republics and provinces were passed in 1974.

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1) In the further text: education

2) The ideological bases for determining the social position, functions and directions of the reform of training and education have been given in the resolutions of the Xth Congress of the League of Yugoslav Communists on the socialist, self-managing transformation of education (1974) as well as in other appropriate resolutions passed by the Congresses of the League of Communists in the republics and provinces (1974).

The following types of laws regulating educat...n are in force in the republics and provinces:

1.1. The Law on Education (at present, only in Vojvodina, adopted in 1977) which uniformly regulates all legal and legislative material regarding education.

1.2. Separate republican or provincial laws - except in Vojvodina - which were adopted in 1972-1977 as new laws or as changes and supplements (due to adaptation to the new constitutions, the Associated Labor Act, or in accordance with the reform) covering: preschool training; elementary education; secondary education; higher education (the school system); special education; students' residences; the educational service; professional work in education; the educational council; educational inspection; self-managing educational communities of interest; the certification of diplomas and certificates received abroad, etc.

Some of the republics and provinces also have special laws regulating: the elaboration and adoption of teaching curricula and syllabi; permanent further teacher training; the publication of textbooks and teaching aids; scholarships and loans; institutions for the living standard of students; teacher training colleges; schools teaching in the languages of the nationalities; special types of secondary, college-level and university schools, etc.

Laws as well as other important documents passed by the assemblies of the republics and provinces (resolutions, conclusions and decisions concerning education; mid-term and long-term development plans relating to education; action plans and reform programs, etc.) are published in their Official Gazettes (Službeni list SR BiH - Sarajevo; Službeni list SR CG - Titograd; Narodne novine SRH - Zagreb; Službeni vesnik na SRM - Skopje; Uradni list SR SL - Ljubljana; Službeni glasnik SR Srbije - Beograd; Službeni list SAP Kosovo - Priština; Službeni list SAP Vojvodine - Novi Sad).

The draft and program for the reform and models for new solutions are published in separate publications so that they are made available for public debate.

The decisions passed by particular educational bodies (for example, the adoption of teaching curricula and syllabi; various by-law) are published in either the above-cited Official Gazettes, in special official journals in the field of education (in Bosnia-Herzegovina, Croatia, Slovenia and Serbia), or in separate publications. The self-managing educational communities of interest publish their norm acts and decisions, for the most part, in their special official organs, and some (in Bosnia-Herzegovina, Croatia, Slovenia, Macedonia, Vojvodina) publish them in their respective republican or provincial official gazette.

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2. Educational activity and the system of education are, in the first place, founded on principles following from the constitutions, political documents, laws and scientific knowledge, such as:

- socialist, self-managing ideological and scientific orientation;

- the self-managing organization of the school as an organization of special social interest, and its linking with other organizations of associated labor in the economy and the social services, especially in the framework of self-managing communities of interest;

- the provision for participation in school and educational management: teachers and other personnel, students, parents, associated labor delegates, local communities, etc.;

- the unity of social goals for education, implying the obligation of all factors (the school, the family, social organizations, mass communications media, etc.) to contribute to their realization; the coordination of these factors;

- the right of all citizens - youth and adults - to, on the basis of equal conditions defined by law, acquire knowledge and vocational training on all levels of education, in all types of schools and other educational institutions; the equality of educational forms for youth and adults; permanent education, and recurrent education;

- coeducation - the joint education of boys and girls on all levels;

- teaching in the native language for the members of all nations and nationalities on the territory of each republic and province;

- laymen education (religious communities can open religious schools only for the training of candidates for the ministry);

- free teaching on all levels, in accordance with the law;

- uniform cumpulsory elementary education for everyone for a period of at least eight years;

- joint general and polytechnical education and general vocational preparation lasting two years for those continuing their education after elementary schooling;

- solidarity and the provision of conditions for education in all environments;

- the feasibility of all forms and levels of education; permanent education and further vocational training;

- the obligation of the school to take compensation measures of a social nature (free textbooks, transportation, etc.) and of an educational nature (supplementary education for chil-

dren who have learning difficulties due to school or environmental social conditions) in order to overcome social differences; special education for the handicapped;

- the acquisition of revenue (resources for school operation) through the free exchange of labor by employees in schools and working people in associated labor who allocate resources - on the basis of mutually-defined programs and achievements;

- the constant modernization of educational organization, planning, contents and methods.

THE SYSTEM OF MANAGEMENT AND FINANCING

The system of educational management in Yugoslavia, and in its republics and provinces, is based on the principle of socialist self-management, according to which there is a gradual withering away of the class functions of state power and in its stead there is self-management association, compacts, agreementmaking and decision-making in the framework of: a) educational organizations of associated labor (the school, centers, faculties, etc.); b) self-managing educational communities of interest and local communities; c) socio-political communities (the commune, the province, the republic) and their bodies. Professional services in education (councils for the advancement of education or the educational service) conduct professional affairs and educational supervision for the needs of the three above-cited categories.

In accordance with the constitutions (Yugoslav, republican and provincial) and the federal Associated Labor Act, the system of self-management, similarly to work organizations in other fields, begins "at the bottom", from the school, and on the basis of the delegate system it moves towards "the top". For this reason, management and supervision in this report will be presented in that order.

Management and supervision in the school. All teachers in the school and other personnel (associates, administration personnel, technical personnel) sign self-management agreements on the association of their labor. Specific issues, as defined by the statute, are decided upon by them at workers' assemblies or by referendum. Delegates to the most important self-management body - the school council - are elected for a two-year period by secret balloting. The council puts forward the statute proposal (this is passed by referendum and approved by the communal assembly or the republican and provincial assembly), it ratifies the work program of the school, the financial plan, it decides on the hiring of new teachers, on teachers' personal incomes, it has the power to appoint a director to a four-year term or dismiss him, and it carries out other tasks defined in the statute. The delegates of social communities (local communities, parents, work organizations, social and socio-politi-

cal organizations, communes, self-managing communities of interest, etc.) participate in decision-making on issues defined by law and statute to be of general social interest. Secondary school students and students in higher education, via their delegates, equally participate in decision-making in the council and in other bodies on all relevant issues. They also have their own self-managing bodies: grade and school communities (in elementary and secondary schools) as well as councils and assemblies of students (at colleges and universities). At some universities, faculties and colleges, in addition to deans and assistant deans and presidents and assistant presidents, student-deans or student-presidents are also elected.

All school personnel are selected by secret balloting as supervised by worker control.

The school delegates to other self-managing bodies outside the school, such as the local community, the commune, the self-managing communities of interest (of education, culture, health, housing, etc.), are also elected by secret ballot in the school.

Larger schools (large elementary schools, secondary education centers, faculties, universities, etc.) have several work or basic organizations of associated labor with all management bodies. A joint council is also formed.

In organizations of higher education, there are also assemblies in whose work student delegates participate.

The teaching faculty in elementary and secondary schools is the professional - pedagogical body and is presided over by the director. There are also scientific and teaching bodies at the faculties and universities.

The self-managing educational community of interest. The working people employed in schools and other educational organizations, on the one hand, and the working people employed in other work organizations (in the economy and social services), on the other, associate - via their delegates - into self-managing educational communities of interest. Here, they deliberate, negotiate and, on the principle of free exchange of labor, decide on: policy for education, program orientation, personnel planning and school network, providing finances for operations, assessing the results of work, etc.

There are separate self-managing communities of interest for elementary (and preschool) and for the so-called directed education (secondary and postsecondary schools). The former are formed on the territorial principle. The latter operate, for the most part, according to the principle of functionality (they exist for a particular activity or branch, for example, the building construction industry, agriculture, health, etc.). In some places, the functional and territorial principles are combined.

Each community has the following bodies: the assembly of the self-managing community of interest - as the most responsible body (with two councils: on for those providing services and another for the consumers), then control bodies, executive board, commissions and other bodies. The professional and administrative machinery (headed by a secretary) is usually very small as most of these matters fall in the competence of the educational administration services.

The forms which exist on the republican level have special functions in joint planning, policy coordination, and in the provision of supplementary financing for those communities who cannot be completely self-sufficient in financing the schools.

The assembly of the self-managing educational community of interest on the level of the commune elects a delegation which then constitutes a special council at the commune assembly when deciding on specific educational issues (for example, on the development plan, the rate of contributions for education, etc.). The link with the republican and provincial assemblies is similar.

Commune level. Each commune, as a territorial sociopolitical community, has a commune assembly with three councils (for associated labor, local communities, socio-political communities). The executive body of the assembly is the executive council. The assembly is the founder of the school, it participates in planning school network and capacity, in conducting educational policy, in approving school statutes, in concurring with the appointment of the school director, and it carries out other tasks envisaged by its statute. Its management organs (for education), including educational inspection, monitor the legality of school operations as well as the decisions of the self-managing communities of interest for education.

In some republics and provinces, there are also intercommune-regional assemblies.

The job of studying school operations, conducting educational supervision and the responsibility for further teacher training are all in the competence of the intercommune (regional) councils for the advancement of education (for the educational service). They submit the results of their investigations, analyses and proposals to the schools, the self-managing communities of interest, and to commune and regional bodies.

Republican level. The assembly of the republic or the province (it has three councils) passes laws, resolutions, social plans, programs for the reform of education, etc. Reports on the implementation of laws as well as proposals for new laws are submitted to this assembly by the executive council (government) and the management organ competent for education

(secretariat or committee for education). The management organ passes and studies regulations for implementing laws in its competence. In this context, there is the republican educational inspection service which, on the republican level, oversees control of the legality of self-management acts and monitoring of the legal operations of the schools and other educational organizations. The provisions of the self-management acts which are not in accordance with the constitution or laws are annulled by the constitutional court of the republic or province.

All the republics and provinces have a special professional-management collegial body - the educational council - whose members are usually appointed by the republican or provincial assembly while others are also delegated. The educational council is especially concerned with the approval of teaching curricula and syllabi for preschool, elementary and secondary education and for general education core subjects (the school passes the curricula for vocational subjects in collaboration with the economy; universities pass their own programs), standardized textbooks, equipment and teaching aids, for their selection, for the system of education and further training of teaching personnel, etc.

At this level, councils for the advancement of education exist in all republics and provinces. They are engaged in the concept of system reform insofar as they prepare new curricula and syllabi for all levels and types of schools except university-level, norms, they study and follow up the work of the school, innovations in further teacher training, information activities, documentation, etc. They submit their studies, reports, proposals, etc., to the republican or provincial assembly and its bodies, to the self-managing communities of interest, to the educational council, to the management of social and socio-political organizations, etc.

Federation level. The Federation does not directly manage affairs in the field of education, except with regard to military schools (there is a separate federal law on schools in the Yugoslav National Army) and international educational cooperation. The Yugoslav Constitution and specific laws in the field of associated labor and labor relations, and the Yugoslav social plan - which is passed by the Yugoslav Assembly, however, do yield a certain impact on relevant activities in the republics and provinces. Certain educational activities are studied by the Federal Committee for Science and Culture as an organ of the Federal Executive Council (government). Affairs concerning international cooperation in the field of education are handled by the Federal (there are also republican and provincial) Council for International Scientific, Cultural-Educational and Technical Cooperation. The Yugoslav Commission for Cooperation with UNESCO also conducts certain activities.

Issues of mutual interest on the level of the Federation - among the republics and provinces, are treated by delegates

or coordination bodies. Principal agreements on the basic guidelines for the reform usually take place within the Inter-republican-Provincial Commission for Educational Reform (composed of republican and provincial secretaries of education, educational council presidents, council directors). Cooperation also takes place in other forms: conferences of councils, conferences of textbook publishers, meetings of secretaries, meetings of representatives of self-managing interest communities, university communities, the communities of college and secondary schools, etc.

3. Financing education is conducted in accordance with the socio-economic relations within schools and self-managing communities of interest, on the principle of free exchange of labor and acquisition and distribution of revenue on the basis of labor and the results of labor. There is no "budget" for education.

In elementary education (and partially for preschool education), the resources for the operations (current maintenance, investments) of schools and other organizations are provided by the self-managing communities of interest for elementary education on the commune level. They collect resources by contributions on personal incomes (salaries) of all employed as well as on the incomes of persons earning on other bases (farmers, artisans, self-employed). The communities distribute financial advances to the schools on the basis of criteria which they have agreed upon (the program and cost of education). The final distribution (as a rule) is made when the results of work have been assessed.

Funds for specialized (secondary, postsecondary) education are collected in a similar fashion except that contributions are also taken from the total revenue of work organizations.

In the framework of the republican communities, on the basis of solidarity, supplementary resources are provided for the financing of schools in economically underdeveloped areas.

Other communities may also participate in financing (for example, child welfare - for certain preschool education activities, communes and regions - for investments, etc.). Citizens may also, by referendum in the local community and commune, decide to increase their contributions for special purposes (for example, more rapid construction and outfitting of schools, etc.), over a specific period of time.

The schools autonomously handle the resources obtained from these and other sources (for example, from special services, production work, etc.), they prepare and carry out the financial plan and determine the personal incomes of teaching and other personnel - on the basis of work results. If the students participate in acquiring revenue (by productive and other sociallyuseful work), they also participate in the distribution of revenue.

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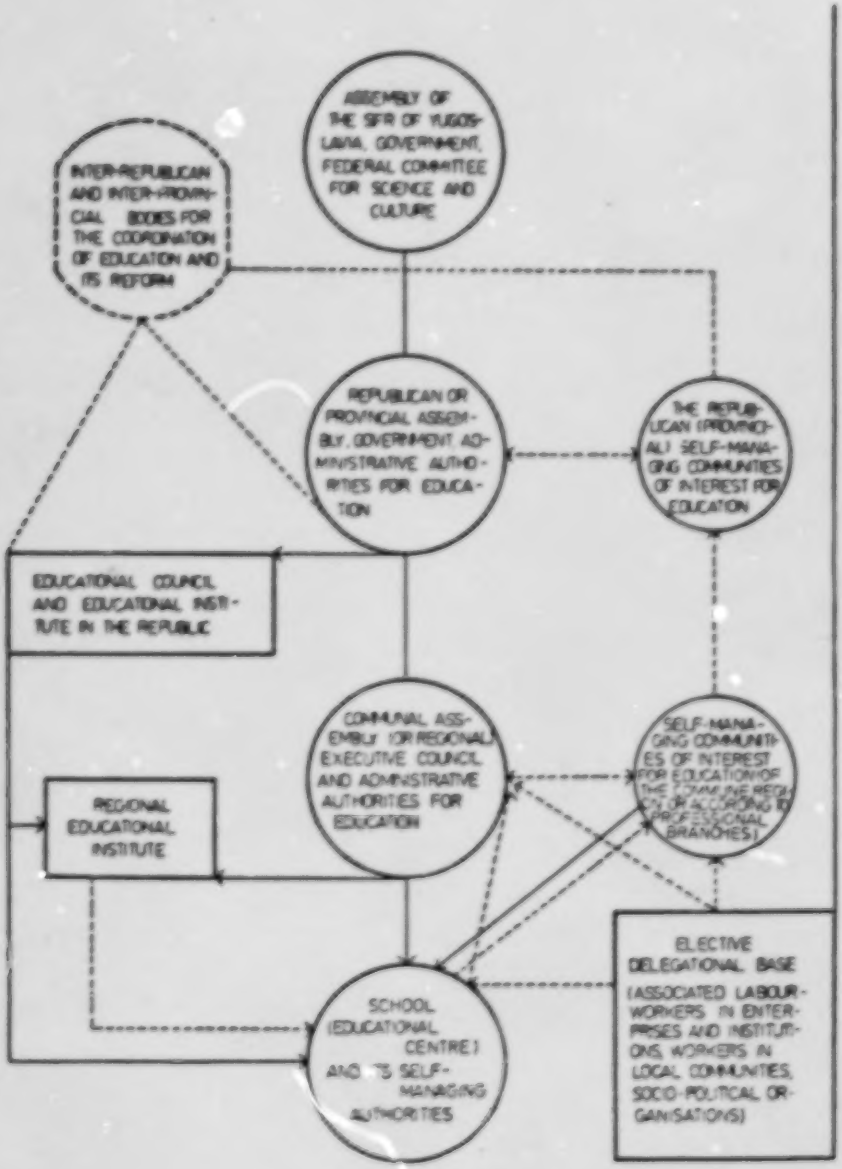
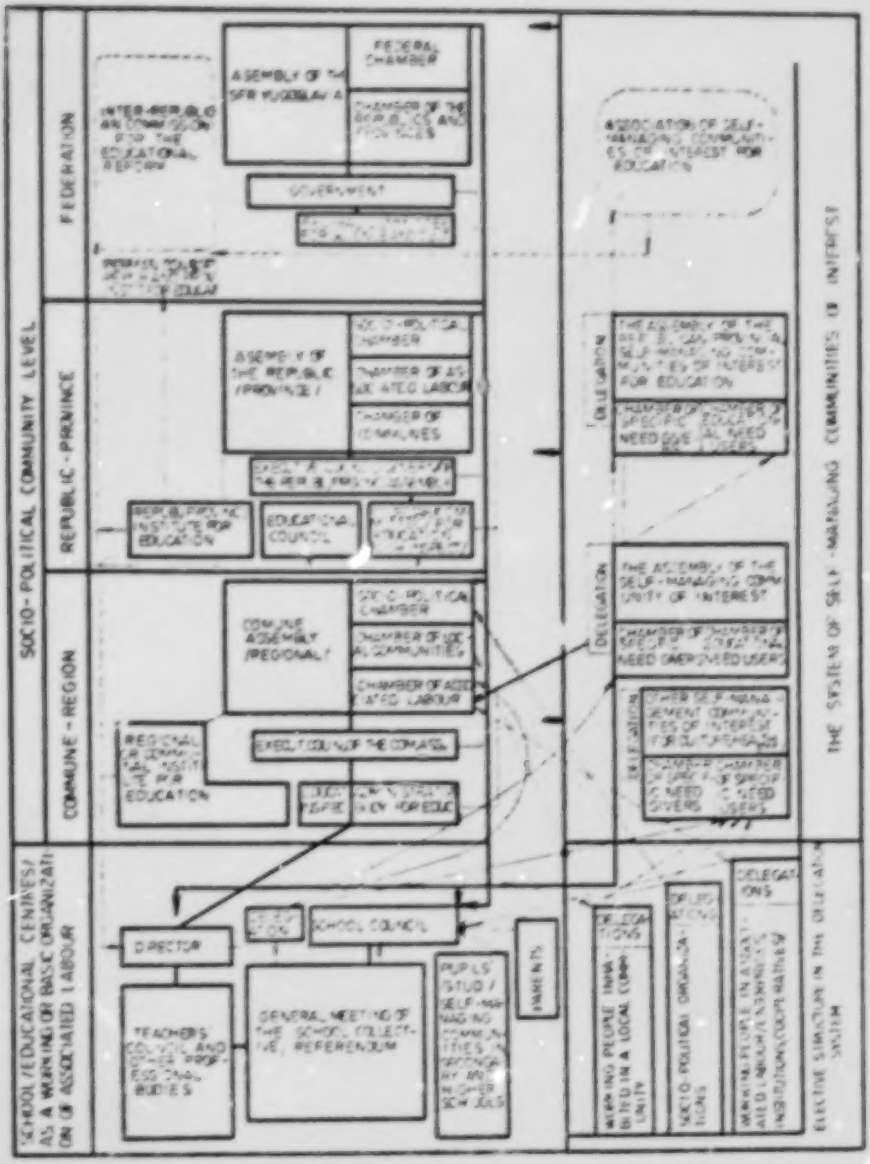
EDUCATION IN THE SOCIO-POLITICAL SYSTEM OF YUGOSLAVIA


ASSEMBLY OF THE SFR OF YUGOSLAVIA, GOVERNMENT, FEDERAL COMMITTEE FOR SCIENCE AND CULTURE
INTER-REPUBLICAN AND INTER-PROVINCIAL BODIES FOR THE COORDINATION OF EDUCATION AND ITS REFORM
REPUBLICAN OR PROVINCIAL ASSEMBLY, GOVERNMENT ADMINISTRATIVE AUTHORITIES FOR EDUCATION
THE REPUBLICAN (PROVINCIAL) SELF-MANAGING COMMUNITIES OF INTEREST FOR EDUCATION
EDUCATIONAL COUNCIL AND EDUCATIONAL INSTITUTE IN THE REPUBLIC
COMMUNAL ASSEMBLY OR REGIONAL EXECUTIVE COUNCIL AND ADMINISTRATIVE AUTHORITIES FOR EDUCATION
SELF-MANAGING COMMUNITIES OF INTEREST FOR EDUCATION OF THE COMMUNE REGION OR ALSO ACCORDING TO PROFESSIONAL BRANCHES
REGIONAL EDUCATIONAL INSTITUTE
ELECTIVE DELEGATIONAL BASE
(ASSOCIATED LABOUR-WORKERS IN ENTERPRISES AND INSTITUTIONS, WORKERS IN LOCAL COMMUNITIES, SOCIO-POLITICAL ORGANISATIONS)
SCHOOL (EDUCATIONAL CENTRE) AND ITS SELF-MANAGING AUTHORITIES

SELF-MANAGING ORGANISING AND UNKING IN THE FIELD OF EDUCATION IN YUGOSLAVIA


SOCIO-POLITICAL COMMUNITY LEVEL
FEDERATION
REPUBLIC - PROVINCE
COMMUNE - REGION
SCHOOL/EDUCATIONAL CENTRES/ AS A WORKING OR BASIC ORGANIZATION OF ASSOCIATED LABOUR
ASSEMBLY OF THE SFR YUGOSLAVIA
FEDERAL CHAMBER
CHAMBER OF THE REPUBLICS AND PROVINCES
GOVERNMENT
INTER-REPUBLICAN COMMISSION FOR THE EDUCATIONAL REGIONS
ASSEMBLY OF THE REPUBLIC /PROVINCE/
SOCIO-POLITICAL CHAMBER
CHAMBER OF ASSOCIATED LABOUR
CHAMBER OF COMMUNES
REPUBLIC/PROVINCIAL INSTITUTE FOR EDUCATION
EDUCATIONAL COUNCIL
COMMUNE ASSEMBLY /REGIONAL/
SOCIO-POLITICAL CHAMBER
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EXECUTIVE ORGAN OF THE COMMUNE
DIRECTOR
SCHOOL COUNCIL
TEACHERS COUNCIL AND OTHER PROFESSIONAL BODIES
GENERAL MEETING OF THE SCHOOL COLLECTIVE, REFERENDUM
PUPILS STUDENTS SELF-MANAGING ORGANS, COUNCILS, REPRESENTATIVES IN OTHER SCHOOLS
PARENTS
ASSOCIATION OF SELF-MANAGING COMMUNITIES OF INTEREST FOR EDUCATION
THE ASSEMBLY OF THE SOCIO-POLITICAL SELF-MANAGING COMMUNITIES OF INTEREST FOR EDUCATION
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THE ASSEMBLY OF THE SELF-MANAGING COMMUNITY OF INTEREST
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SOCIO-POLITICAL ORGANISATIONS
WORKING PEOPLE IN ASSOCIATED LABOUR AND CITIZENS IN INSTITUTIONS/COMMUNITIES
DELEGATION
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DELEGATION
THE SYSTEM OF SELF-MANAGING COMMUNITIES OF INTEREST
ELECTIVE STRUCTURE IN THE EDUCATIONAL SYSTEM

Total resources allotted to education in Yugoslavia are constantly on the rise.

In 1974, 19,818 million dinars was allocated for current maintenance and investments, in other words, 5.46 per cent of the national revenue.

In 1975, this figure increased to 26,333 million dinars and the share in the national expenditure rose to 5.86 per cent.

The data for 1976 show that participation in the national revenue exceeded 6 per cent. This trend was the result of influence exercised by a number of factors. Higher costs are generated especially by secondary and higher education, which are in the throes of broad expansion.

THE SYSTEM OF EDUCATION - STRUCTURE AND ORGANIZATION

The present system of education was constituted in 1958 and gradually improved upon. It is now in a phase of vital transformation being carried out on the basis of ideological documents on the reform originating in 1974.

The educational system contains the following levels: preschool training, elementary education, secondary education, college-level and university education, as well as special types and forms of education. According to new principles, overall post-elementary education is called - specialized education.

A. Preschool training. Preschool training for children between the ages of three and six is not compulsory and is carried out in half-day nursery schools, all-day nursery schools as well as in preschool classes and groups located at elementary schools.

B. Elementary education. Elementary education of eight-year duration is compulsory for children between the ages of seven and fifteen. It is conducted in the elementary school, the general education curricula are uniform in the republics and provinces, but there are possibilities of meeting the needs of individuals and surroundings.

C. Secondary education. Secondary education, for students between the ages of fifteen and nineteen, is conducted in secondary schools after the completion of elementary school. Enrolment is usually on the basis of entrance exams.

The following types of schools have existed:

a) Gymnasium, four-year secondary general education school, with or without a division of courses which, for the most part, were college preparatory.

b) Technical and other schools for secondary professional personnel (technical, medical, agricultural, economic, administrative, etc.), of four-year duration, which prepared technicians and other qualified personnel on secondary education, and were preparatory for college-level and university enrolment.

c) Teacher training schools, of four-year duration, trained grade teachers and preschool teachers. They are now being eliminated as secondary schools but, in the republics and provinces, their function of preparation for enrolment in higher teacher training schools (teacher training colleges) is being taken over by high school courses and teacher training colleges or gymnasiums with education courses.

d) Art schools, of four-year duration, train secondary personnel for music, the ballet and industrial art.

e) Schools for skilled workers, most of which are of three-year duration, prepare skilled workers in various trades.

Final exams are taken at the completion of all the above-cited schools.

f) Other schools. Other schools not of secondary level are also available and developing in the system of secondary education in some republics and provinces:

1) General technical schools, of two-year duration, general education with broad polytechnical training and heavy preparation for work in a particular field. After graduation, it is possible to join the ranks of the employed or continue education in another phase of a technical school.

2) Trade schools (two-year duration), schools for professional training (of various durations, enrolment possible even if elementary school not completed), various forms of professional training on-the-job in work organizations (of various durations), etc.

3) General (joint) secondary school, two-year duration, general education and polytechnical education, as the first phase in the system of secondary specialized education.

In the system of education in some republics and provinces, there are also schools for highly-skilled workers (usually of two-year duration after completion of schools for skilled workers), while in other schools preparation for highly-skilled workers is conducted at two-year college-level schools for worker education, or this qualification is acquired on passing examinations.

Particular or different kinds of secondary schools, usually by trades, associate into school or educational centers for secondary education.

D. College-level and university-level education. In the system of post-secondary education, there are faculties, faculties and art academies, colleges and Junior college-level schools. Enrolment is open to persons who have past their final exams in secondary schools (a-e), usually on the basis of entrance exams prepared autonomously by each higher education institution (taken into consideration are: achievement in secondary education as a whole or in particular subjects, achievement in knowledge tests, tests of specific abilities, etc.). Candidates with special diplomas for high achievement in secondary education may enroll without taking entrance exams. The opportunity is also available for foreign students to study at higher schools.

Advanced educational institutions (without college-level) are organized into universities as communities of various faculties (there are 16 in Yugoslavia: in Belgrade, Zagreb, Ljubljana, Sarajevo, Titograd, Skopje, Priština, Novi Sad, Niš, Kragujevac, Banja Luka, Tuzla, Mostar, Split, Rijeka, Osijek and Maribor). There is also a separate Art Academy in Belgrade.

1) Faculties of advanced education are institutions preparing, in the course of four or five-year studies, personnel for various branches of the economy and social services, they are engaged in scientific work and also organize graduate studies. The following faculties are in existence: natural sciences-mathematics, architecture, building construction and land surveying, mechanical engineering, communications, ship construction, electrical engineering, mining and metallurgy, geology, chemical-technological, food-processing-technological, labor safety, medicine, dentistry, pharmaceutics, agriculture, forestry, veterinary medicine, economy, tourism and foreign trade, law, political science, organizational sciences, philosophy, philology, industrial-educational, defectology, educational-technical, physical culture, etc. Interfaculty studies for social work are also organized on the faculty level. Faculties have departments which organize preparatory studies for specializations within occupations.

2) Faculties and academies of art, of four-year duration, have the same rank and function as faculties except that they train personnel for the arts. The following faculties and academies are in existence: fine arts, music, theatre arts, the faculty of theatre arts, the faculty of applied arts, and the academy for the theatre, film, radio and television.

3) Colleges, of four-year duration, have the same rank and function as faculties except that they may not necessarily offer graduate studies. Yugoslavia has technical college, an economics-commercial college, college for labor organization, music college, college for physical culture. The title college is gradually being substituted by "faculty".

In some republics, faculties and colleges are changing into institutes which are more intensively engaged in relevant research and organization of teaching.

4) Junior College-level, of two-year duration, train personnel with incomplete academic, so-called higher professional training. Some faculties have a two-year course of study leading to a degree for the so-called "first level" qualifications.The following types of college-level schools are in existence: technical, communications, medical, agricultural, economics, administration, statistics, education (teacher-training college, etc.), social work, internal affairs, labor organization, etc.

Persons who have been graduated from faculties or colleges, depending upon their courses of study, acquire the academic title of graduate engineer, physician, language specialist, etc. Persons who have been graduated from a junior college-level school acquire these titles without the word graduate (for example, lawyer) or other profession (grade teacher, etc.).

Graduate studies are organized by faculties, academies and colleges, usually one to two-year specialization; post-graduate two-year studies with a dissertation are required for a master's degree. A doctor of science degree is acquired, after a masters degree, upon successful presentation of doctoral dissertation. In exceptional cases, this degree may be awarded (with or without an oral doctoral examination) on the basis of high achievement, a notable number of scientific studies, and successful presentation of doctoral dissertation.

E. Specific forms of education

1. For children who are members of nationalities(ethnic minorities), the communities in which they live organize preschool, elementary and secondary education and - if there are enough candidates - post-secondary education in their native language (Albanian, Bulgarian, Czech, Italian, Hungarian, Rumanian, Ruthenian, Turkish, the language of the Roms, etc.). Along with this, the children also learn the language of the republic in which they live (Serbo-Croatian, or Croatian or Serbian, Slovenian, Macedonian) and learn about the culture and history of the parent nation. In nationally mixed environments, teaching can be conducted bilingually.

2. Children retarded in mental and physical development attend special preschool institutions, elementary schools and secondary schools, or special classes held at regular schools.

3. Adults can acquire elementary and secondary education and vocational skills in schools for adult education, classes for adults at regular schools, and at educational centers while they are employed, by passing exams and other requirements. Forms of school education, labor training and other training-educational and cultural activities are also organized

by workers' and national universities. Educational centers at larger work organizations are also engaged in providing vocational education, training and requalification.

In the system of post-secondary education, adults (and a large number of adolescents) use the system of part--time studying.

4. Supplementary teaching in the native language, geography and Yugoslav history are provided for the children of workers temporarily employed abroad in the countries in which they are staying.

5. Schools in the Yugoslav Army train young officers and other skilled personnel by offering, just as other schools for youth and adults, education on the levels of secondary, college and university - with the opportunity for graduate and post-graduate studies.

6. Talented and hard-working children can, by passing exams, advance more quickly or finish school earlier.

7. In addition to the school, educational functions are also engaged in by other institutions, such as: residences for elementary and high school children, student centres, pioneer and youth centres, cultural centres, cultural and artistic institutions, social and socio-political organizations - especially the League of Pioneers and the League of Socialist Youth, Popular Science, the League of Pathfinders, the Red Cross, then literature, the press, radio and television, etc.

In Yugoslavia, there are also religious secondary and post-secondary schools preparing for the ministry. These are supervised by the relevant religious communities.

* * *

The academic year in elementary and secondary education begins on 1 September of one year and terminates on 31 August of the next year. The academic year is divided into two semesters. According to republican and provincial regulation, all schools are obliged to have ~~to have~~ 180-210 working days. Classes begin at the beginning of September (the date depends on whether the school has a five-day or six-day teaching week and on local conditions). In the second half of January and the beginning of February, at the end of the first semester, the winter holidays are held. As a rule, classes finish on 10 June (in secondary schools) and on 20 June (in elementary schools), but somewhat earlier in the final grades of elementary and secondary schools (about 20 May). Students who have one or two below-passing marks must attend make-up classes and take their examinations again at the end of June or August.

Final exams in secondary schools are taken in mid-June, while supplementary and other exams may be taken during the academic year.

Work practice, production work and similar activities are organized, for the most part during the school year and only rarely after the end of the academic year.

In post-secondary education, classes begin somewhat later (in October) and the academic may have two or sometimes three semesters. Entrance exams are taken before classes begin while other examinations including diploma exams are taken on the dates defined in the statutes.

In elementary and secondary schools, achievement is expressed using the marks one-five (one is failing while two to five are passing marks), and in some schools descriptive assessments are made. Deportment is also marked. General achievement may also be expressed by an average mark. In addition to awarding certificates and prizes, punitive measures may also be taken. In most university-level schools, the marking system goes from five to ten (five is failing, six to ten are passing).

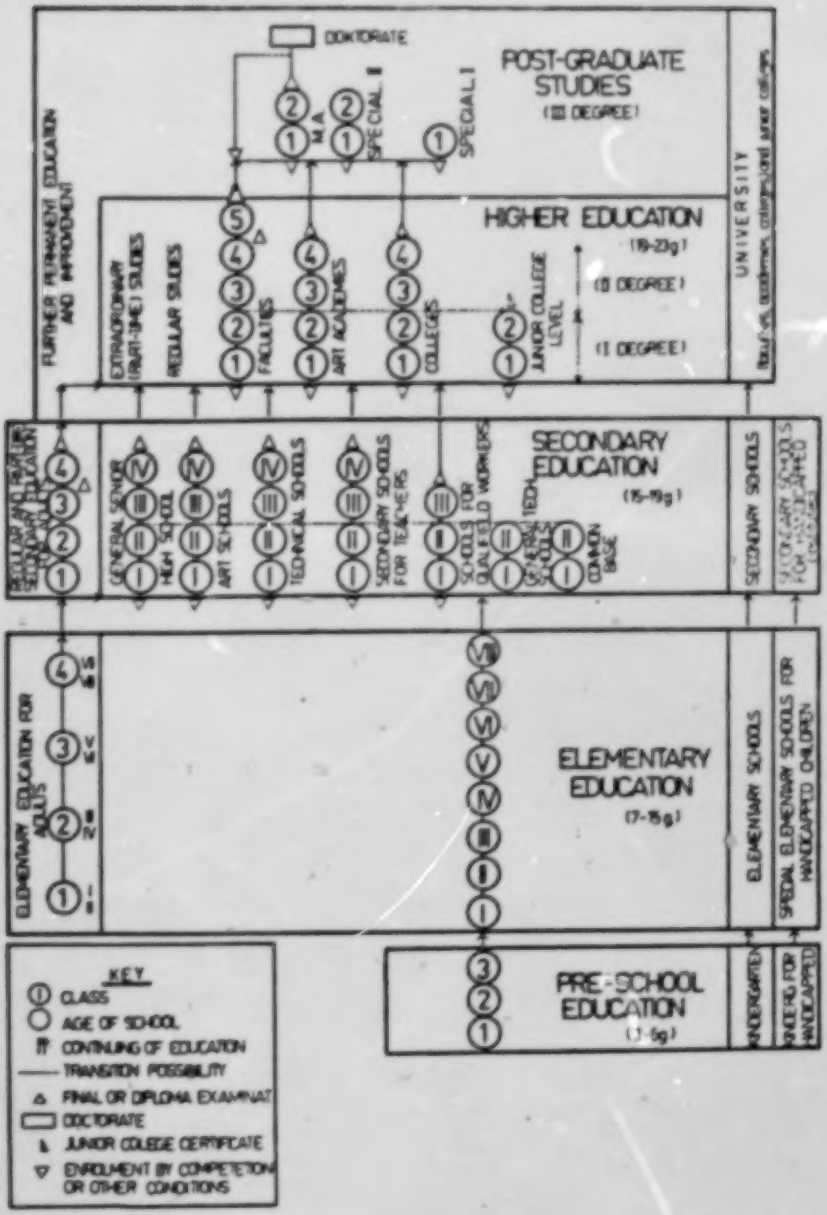
CURRICULA AND SYLLABI

Teaching curricula and syllabi for preschool, elementary and general education subjects in secondary schools are prepared by trained personnel in the republican and provincial councils for the advancement of education. For non-academic subjects, the curricula are also prepared, for the most part, in these councils but the trend is increasingly to have them planned in the schools. Approval for the implementation of a new curriculum and syllabus or for changes in previous ones is given by the educational council of the relevant republic or province. The schools elaborate the curricula and add to them, depending upon the needs of the environment and the students.

In preschool education, curricula are prepared for the younger, intermediate and older age-levels.

In all or in just some grades of elementary school, compulsory subjects are taught (native language, non-native language - in nationally mixed environments, a foreign language, nature studies and civics, geography, history, physics, chemistry, biology, mathematics, art appreciation, music appreciation, shop work, physical training, and home economics). Also compulsory is the organization of supplementary teaching (for students with learning difficulties), additional courses (for gifted students), elective activities according to the needs of the environment, various leisure time activities for students (clubs, sections, etc.), student associations, etc.

EDUCATIONAL SYSTEM IN YUGOSLAVIA
BEFORE THE REFORM IN 1974/77



The teaching curriculum and syllabus usually contains: guidelines for work in the elementary school and in other areas (preschool education, special education for the moderately handicapped, elementary education for adults, cultural and civic activities, etc.), and methodological instructions.

Curricula and syllabi in secondary education also contain, in addition to compulsory subjects, elective subjects as well, provision is made for the organization of supplementary and additional courses, assistance is given in the organization of leisure time activities, etc.

The curricula and syllabi at college-level and university schools are defined by the schools themselves.

TEACHER TRAINING

Teachers in preschool institutions (only secondary school training required earlier) now acquire their education in colleges (educational academies).

Elementary schools employ grade and subject teachers (trained in the educational academies, which are college-level) and university graduates who have received their training at relevant faculties (languages, philosophy, natural sciences-mathematics, etc.).

The secondary schools employ university graduate teachers for general education subjects (who have received their training at faculties of philosophy, languages, natural sciences-mathematics, and education-technology) as well as teachers of technical subjects who have completed their relevant studies at faculties (of technology, economics, medicine, etc.) and have taken additional courses in education.

Certain training and education activities in preschool institutions, in elementary and in secondary schools are also carried out by the school educators, psychologists (university graduates) and social workers (holders of college or university degree) - as associates. In trade schools, practical courses and production work are taught by experienced teachers or instructors.

Some of the personnel in elementary and secondary schools have taken their masters and doctorate degrees.

All upper-grade elementary and secondary school teachers are obliged to do two years of in-training at the beginning of their careers and, just as others who have not had the benefit of teacher training, they must pass professional exams.

Teachers are obliged to enrich permanently their knowledge in their particular fields, as well as in education and psychology and in the functions of self-management. Permanent professional, educational and Marxist ideological-political education and further training are organized in the school, at

teacher training and other faculties, at teacher training colleges, at workers' and national universities, within the framework of the educational service and their centers for further training, as part of the trade union and other socio-political organizations, scientific associations and through self-education. In the majority of republics and provinces, the educational councils and other bodies and organizations have defined guideline programs for further professional training which are implemented in the form of lectures, courses, consultations etc. In some republics and provinces, each teacher is obliged to take a further training program once every five years.

University teachers have their doctorates: docents (at some faculties, they may only have their master's degrees but still function as university teachers), associate professors and full profesors. They are required to engage in scientific activities. Instructors and junior instructors assist the university teachers at lectures. Readers and junior lecturers also carry out associate activities. Persons engaged exclusively in research carry the titles research associate and senior research associate.

In exceptional cases, university teachers (docents and professors) can be university graduates (without doctorates) who have worked in the economy or in scientific and cultural institutions and whose research results have been highly notable.

At the colleges, lecturers (university graduates) and professors (usually with a masters or a doctorate) carry out teaching duties.

PART TWO

THE DEVELOPMENT OF EDUCATION IN 1974-76

The elapsed period from 1974 to 1976 (and the early 1977) in Yugoslavia on the whole, and in its republics in particular, has been characteristic especially for:

1) Further quantitative and qualitative development of former forms of education. Very distinctive is the slackening of the expansion of preschool education (in 1977 catering about 210,000 children on the whole) on one hand, and on the other, a conspicuous expansion of schools and pupils in secondary education (in 1974/75 there were 2,172 schools enrolling 730,170 pupils, and in 1975/76 2,652 schools with 832,850 pupils; at the beginning of 1976/77 the enrolment of pupils increased up to 892,464), and particularly in higher education (in 1974/75 287 schools with 359,651 student, in 1975/76 296 schools with 393,801 student; at the beginning of 1976/77 the enrolment of students increased up to 403,051). The efficiency and accessibility of elementary and secondary education has been raised (the percentage of pupils repeating the class has been reduced importantly; 92% of elementary school leavers continue their education on the level of secondary education, etc.). A slight improvement, in relevance to the former situation, has been noted in the general efficiency of studies on the level of higher education, and this referring to full-time students.

2) The preparation and definition of ideological bases, conceptions, and main trends, and the gradual reali-

sation of the fundamental transformation of education in practice: (a) the transformation of the socio-economic situation, functions, and principal objects of education in the self-managing society, in the associated work, alongside with the further development of self-management in this field; (b) the reform of the entire system of education, from preschool education to higher education, for youth and adults; (c) the reform resp. the modernization of curricula and syllabi, of the organization and the methods of the educational work, of teaching/ learning procedures, of the training and professional promotion of teachers.

3) The realization of basic strategic determinations on the trends of the reform projected by stages.

4) Gradual introduction of new solutions, i.e., of new curricula and syllabi in preschool education, in elementary education, and in the initial phase of secondary education.

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NEW GUIDE-LINES IN THE POLICY

Ideological bases, determined in political documents and in the documents on educational reform passed in 1977, as well as in the documents on the development of the the Federation, republics, and regions, point out with particular insistence on the succesive realization of some of the most important strategic goals of the entire further education and fundamental socialist self-managing transformation of educatica and training.

1. The Self-managing Constitution of Education as an Integral Part of the Entire Associated Work (Economy and Social Services)

The main point is focused on further transformation of schools as self-managing organizations of associated work connected with other organizations of associated work (economic enterprises, establishments, services) especially through self-managing communities of interest for education. Delegates of the personnel employed in schools as donors of services on one hand, and the delegates of the people employed in other domains - those who single out the means to contribute them for education - meet in the self-managing communities of interest to discuss,to come to agreements, and to take decisions upon the policies of education, the profiles of the teaching personnel and their catering, the network of schools, the curricula, the allotment of resources, and the evaluation of the achievements in work, all of that within the scope of the process called the free exchange of work.

2. The Consolidation of Public and Social Functions of Schools in the Realization of Social Aims of Educa-

tion, in the Development of the Versatile Socialist Personality, and the Coordination of Other Factors in there Strivings.

Schools are required to invigorate their care for the formation of a socialist self-managing personality' s view of the world, to intensify marxist education, the preparation for self-management, to offer the working and polytechnic education and training, to develop socialist attitudes, feelings of solidarity, humanism, fraternity and unity, the understanding of other peoples and nationalities, to activate pupils and students in the struggle for the protection of the human environment, to develop all positive interests,etc. Also other factors (the family, social organizations, public media of communication, etc.) are required to intensify their action on these lines, actually, the overall activity on socialist education is expected to be more coordinated.

3. The Carrying Out of a Thorough Reform and the Building Up of a Unified But Sufficiently Flexible System of Education Based on the Principle of Permanent Education, Unique for Youth and Adults, and in the Function of New Needs, especially in the Training of Professional Qualified Personnel and their Preparation for Work. In reference to this the need for the consolidation of preschool education was pointed out, in particular with regard to its function in the equalization of conditions for equal start in elementary education; fuller completion of the compulsory 8-year elementary school and more efficient measures in catering for adults who have not completed elementary education and make them complete it. Within the system of post-elementary education various forms of education for youth and adults are to be developed in the function of the acquisition of professional qualification and simultaneously preparing for further education and profesional promotion. In relevance to this the present dualism in education, which still exists as

there are some schools that prepare practically only for higher education, and others only for job, has to be abolished. The demand has been pointed out to develop more thoroughly on-the-job training and recurrent education both for youth and adults, in accordance with the principles of permanent education; this is one of the reasons for the making of provisions for the system of education structured on the principle of gradual stages including the acquisition of professional qualifications, providing thus for more rapid preparation and qualification for jobs of a given complexity, for the return to education on purpose to acquire more knowledge and higher qaulification for the job of larger complexity. Demands have also been forwarded for further consolidation of schools teaching in languages of nationalities (minorities' schools), the expansion of special schools, etc.

4. Disengaging the Pupils from Too High Educational Requirements, the Modernization of Forms, Contents and Methods of Teaching, and the Promotion of the General Efficiency of Schooling.

Demands are set forth for the reduction of the total of weekly teaching hours; reduction of the voluminous, detailed factography and elimination of obsolete teaching contents; inclusion of new contents into curricula and syllabi in accordance with the changes in sciences, techonology, production, and in cultural and social life; obligatory introduction of various forms of teaching learning (both complementary and supplementary) on purpose of satisfying the needs of those who are slower in learning on one hand, and the needs of bright,talented and willing pupils on the other; encouragement of more intensive activity and engagement of pupils in classes and in extramural activities, in the productive work as well as in other socially useful activities, in the pupils' self managing communities and in the work of the school organs of

self-management; wider application of the modern teaching technology; consolidation of the links between the school, i.e. the courses of teaching, and the environment and the associated work; improvement of the advancement on all levels, i.e., reduction of the percentage of pupils who repeat the class and of drop-outs.

5. Further Democratization of the School Life and Provision Making for Equal Educational Opportunities for Everybody.

On purpose of further democratization on the bases of self-management, requirements are made specially for; (a) the consolidation of the self-management in the school which involves the participation of teachers and other school personnel, pupils resp. students, parents, delegates of the local community and of working organizations, social, public, and socio-political organizations; (b) greater independence of schools in the programming of courses, in particular in those parts which should satisfy the needs of the local environment and special interests of pupils; (c) intensified efforts for equity and equalization of educational opportunities; (d) the expansion of the network of schools for handicapped, and of schools teaching in languages of nationalities (national minorities); schools for adults, etc.; (e) the expansion of the network of schools of secondary and higher education outside big urban aggregations (to approach pupils and students farther from big centers); (f) taking social, pedagogical, and financial measures to reduce negative influences of various conditions of life in the family and in the environment that interfere with the realization of the right to education and the efficiency of education, providing for: the expansion of free education (besides free teaching, free textbooks and other supplies, free transport, free meals, etc.); the expansion of the network of elementary schools that work on the principle of prolonged stay at school,

the day schools; the increase of the number of scholarships and loans and the provisions for pupil/student residences (boarding schools); provisions for supplementary classes of compensatory character for children who lag behind due to social background, etc.

6. Particular Care for the Choice, Selection, Education, and Professional Promotion and Appropriate Social and Material Position of the Teaching Staff.

Claims are stressed especially for the provisions for selection of candidates for the teaching profession; for the raising of professional, pedagogical and political standards of education and permanent promotion of teachers professional qualifications; special information of teachers on the goals of the school reform and their qualification for the realization of the objectives of the reform; the reform of teachers' colleges; equalization of teachers' incomes (salaries) with those of persons at the same level of professional qualification in other professions and activities, in accordance with the principle of "rewards according to the results of work".

7. More Intensive Utilization of the Science and the Development and Consolidation of Special Pedagogical Services on Purpose of Better Preparation and More Adequate Carrying Out of the Reform and Realization of the Entire Educational Policy and Promotion of the Current Work of Schools and Teachers.

This involves, especially: shaping the course of themes and adjusting the allotment of resources for research to the needs of the preparation and the carrying out of the reform; more determined utilization of the results of researches and applicable foreign experiences; organizational consolidation of republican and regional institutions of educational promotion and their centers of information and documentation and teachers` professional promotion, etc.

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8. More intensive inter-republican and inter-regional co-operation in the work on the reform and further development of education.

It has been estimated that the promotion of the co-operation is indispensable and that agreement should be made in the sense of new guidelines of the reform, new models of systems of education, new curricula, textbooks, and provisions for the schooling of children of workers employed temporarily abroad, the organization of research work, etc.

The enumerated essential assignments are being realized in all republics and provinces gradually, not introducing the new curricula and syllabi of elementary and secondary education at all places at the same time.

NEW REGULATIONS IN EDUCATION

Beside the regulations quoted in Part one of the Report, in the recent period a number of other important propositions for discussion has been made and documents on education and its reform have been promulgated in the form of: resolutions, laws, development plans, conclusions, regulations, decisions, projects of the reform of elementary, secondary and higher education, curricula and syllabi for preschool, elementary, secondary, and higher education, normatives of the teaching personnel, of textbooks and school supplies and equipment, etc.

These documents are usually published in official papers of republics and regions or their respective secretariats of education, and some of them in separate publications.

Because of the great number of these documents in all republics and regions, here we shall quote just some of the selected ones.

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1. Documents of General Character (resolutions, studies, models of new solutions, etc.).

- The Proposal for Unique Scale of Qualifications as the basis of the system of streamlined specialized education in Bosnia and Herzegovina (Školski glasnik SR BiH/ The School Herold of Bosnia and Herzegovina/, No. 4/75; - The Decision on the Duration of Schooling for Certain Professions in the SR of Slovenia (Uradni list SRSl. /Official Paper of the SR of Slovenia/, No. 28/75); - The Draft on Common Bases of the Secondary Streamlined Specialized Education in the SR of Serbia (Politika, 3rd December, 1975, - Supplement); - Regulations on the Basis of the Program of Educational Activities in the Kindergarten and for the Pedagogical Group at the Elementary School in the SR of Serbia (Službeni glasnik SRS /Official Paper of the SR of Serbia/, No. 52/75); - Regulations on Professional Qualifications of the Educators and Professional Assistants in Kindergartens, Educative Groups of Preschool Children Attached to Elementary Schools and Organized Forms of Assembling Preschool Children (Službeni glasnik SRS /Official Paper of the SR of Serbia/, No. 52/75); - The Parliamentary Bill on Changes and Amendments in the Law on Proschool Education in the SR of Serbia; - Common Bases of the Secondary directed Education in the SA Region of Kosovo (Službeni list /Pfficial Paper of the the SA Region of Kosovo/, No. 52/75); - The Program of Putting into Practice the Reform of Education in the SR of Serbia, with exempation of autonomous regions (Republican Institute for the Advancement of Education, Beograd, 1977/; - The Law on Changes and Amendments on Preschool Education in the SR of Serbia (Službeni glasnik SRS /Official paper of the SR of Serbia/, No. 11/76); - Regulations on the Contents and Procedures in the Taking of Examinations of Professional Qualifications for Teachers, Pedagogues, and Kindergartners in the SR of Serbia (Službeni glasnik SRS /Official Paper of the SRS/, No. 14/76); - Resolution on the Bases and

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Guidelines in the Structuring of the System of Directed Education (Službeni list SAP Vojvodine /Official Paper of the SA Region of Vojvodina/, No. 17/75; - Common Basis of Secondary Directed Education /Službeni glasnik SR Srbije/ Official Paper of the SR of Serbia/, No 54/76); - Draft of the Curriculum and Syllabi of the First Phase of the Secondary Directed Education /Republican Institute for the Advancement of Education; - The Basis and Guidelines of the Second Phase of the Secondary Directed Education, /Republican Institute for the Advancement of Education, Beograd, 1977/; - The Conception of the Final Phase of the Secondary Directed Education in Monte Negro (Supplement to the journal "Pobjeda" /Victory/, March, 1977); - The Five-day Working Week in Elementary School (Institute for the Advancement of Elementary Education, Zagreb, 1976); - Directed Education /RSIZ usmerenog obrazovanja, Zagreb, 1977); - Conclusions, Decisions, and Agreements of the Interrepublican-Provincial Commission for the Reform of Education (e.g. in the first phase of directed secondary education; in supplementary courses for the children of Yugoslav workers who are temporarily employed abroad, etc.).

2. <u>New Laws, Bills, Regulations, and Agreements in the Fields of Education</u>

The Law on Changes and Amendments in the Law on Preschool Education (Službeni vesnik na SR Makedonija /Official Paper of the SR of Macedonia/, No. 44/76); - Law on Higher Education (Narodne novine, No. 15/77); - Law on Changes and Amendments in the Law on Secondary Education (Službeni glasnik SR Srbije /Official Paper of the SR of Serbia/, No. 21/77); - Law on Elementary Education in the SR of Macedonia (Službeni vesnik na SR Makedonija /Official Paper of the SR of Macedonia/, No. 11/76- Regulations on Reguisitions for Secondary Directed Schools in the SR of Montenegro to Reorganize the Working Days from Six Days in a Week into the Five-

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day Working Week (Službeni list SR Crne Gore /Official Paper of the SR of Monte Negro/, No. 25/76); - Law on Education and Training of Physically and Mentally Handicapped Children and Youth in the SR of Slovenia (Uradni list /Official Paper of the SR of Slovenia/, No. 19/76); - Law on Amendments to the Law on Elementary Education in the SR of Serbia (Službeni glasnik SRS, No. 26/76); - Law on Changes and Amendments in the Law on Secondary Education in the SR of Serbia (Službeni glasnik SRS, No. 26/76); - Law on Changes and Amendments in the Law on Higher Education in the SR of Serbia (Službeni glasnik SRS, No. 29/76); - Regulations on the Requisitions for the Organization of the Fiveday Working Week in Elementary and Secondary School in the SR of Serbia (Službeni glasnik SRS, No. 35/76); - The Draft of the Bill on Secondary Education in the SR of Macedonia (Spacial supplement to the journal Nova Makedonija, 12th April,1977); - Law on Education and Training (Službeni list SAP Vojvodina, No. 14/77); - Amendments in the Law on Secondary Education in the SR of Croatia (Narodne novine SRH, No. 27/76); - The Draft of the Bill on Education and Training in the SA Province of Vojvodina (Misao, No. 37/76); - Law on Secondary Directed Education (Službeni list SR Crne Gore, No.35/75); - Law on Amendments in the Law on Secondary Education and Training (Službeni glasnik SR Srbije, br. 25/75); - Law on Changes and Amendments in the Law on Higher Education (Službeni glasnik SR Srbije, No. 32/75); - Law on Changes and Amendments in the Law on Pedagogical Academies (Teachers' Training Colleges) (Službeni glasnik SRS, No. 32/75); - Law on Secondary Education (Službeni list SAP Kosovo, No. 4/7o); - Regulations on Curricula and Syllabi in Pedagogical Academies (Teachers' Colleges) for the Training of Class Teachers in Junior Classes of Elementary Schools (Službeni list SAP Kosovo, No. 6/75); - Law on Workers' Further Education (Službeni list SAP Kosovo, No. 21/75); - Regulations on the Going In For Final Examinations in Educational Organizations

of Directed Professionally Oriented Education in the SR of Bosnia and Herzegovina (Službeni list SR BiH, No. 8/76); - Law on Self-managing Communities of Interest in the Fields of Education in the SR of Croatia (Prosvjetni vjesnik, No. 1/75); - Recommendations on Common Educational Bases in the Initial Stage of Secondary Education in the SR of Croatia (Prosvjetni vjesnik, No. 4/75); - Law on the Service of Education in the SR of Croatia (Prosvjetni vjesnik, No. 2/77); - The Draft of the Bill on Secondary Directed Education in the SR of Macedonia (New Macedonia, 12th April, 1977); - Law on Higher Education in the SR of Bosnia and Herzegovina (Službeni list SR BiH, No.18/77); - Social Agreement on the Publication of Textbooks for Elementary and Secondary Directed Education (Prosvetni glasnik, Beograd, No. 1o/76).

3. The Bases of Programs, New Curricula and Syllabi, Instructions for the Carrying Out in Practice

- Unique Bases of Elementary Education in the SR of Serbia (Službeni glasnik SRS, No. 33/75); - Common Basis of Secondary Directed Education in the SR of Serbia (Službeni glasnik SR Srbije, No. 54/76); - The Basis of the Program of Secondary Directed Education (Zavod SR Slovenije za šolstvo, Ljubljana, 1977); - Unique Basis of Elementary Education in the SA Province of Kosovo (Službeni list SAPK, No. 52/75); - Law on Changes and Amendments in the Law on Preschool Education in the SA Province of Kosovo (Službeni list SAPK, No. 55/75); - Decision on Requisitions for the Reorganization of the Sixday Working Week into the Fiveday Week. (Instruktor, No. 11o/75); - Reorganization of the Secondary Education in the SR of Slovenia into Secondary Directed Education (5th March, 1976); - Regulations on Curricula and Syllabi in Subjects of General Education for Youth and Adults on the Level of Secondary Education (Službeni list SAP Vojvodine, No. 1o/75); - Regulations on Changes and Amendments in the Regulations on Curriculum and Syllabi for the Pedagogical Academy for the Training of Kindergartners

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(Nursery School Teachers' Colleges) (Službeni list SAP Vojvodine, No. 10/75); - Regulations on Scheduling Educational Work on the Basis of Common Curriculum and Syllabi (Prosvetni glasnik SRS, No. 6-9/76); - Curriculum and Syllabi of Common Bases of Directed Education in the SR of Monte Negro (Pedagogical Library, No. 4/76, of the Republican Institute for the Advancement of Training and Education in the SR of Monte Negro); - Decision on the Disengagement of Pupils from Too High Educational Requirements of the Elementary School in the SR of Croatia (Prosvjetni vjesnik, No. 4/76); - Instructions for the Organization and Realization of the Productive Work After the Second Year of the Preparatory Stage in the SR of Croatia (Prosvjetni vjesnik SRH, No. 1/77); - Curriculum and Syllabi of Common Bases of the Secondary Education in the SA Province of Vojvodina, published in the book "Srednja škola u SAP Vojvodini" (Secondary School in the SA Province of Vojvodina), Novi Sad, 1975, p. 235; - Revised Curriculum and Syllabi for Elementary Schools in the SR of Slovenia (Osnovna škola, Zavod SR Slovenije za školstvo, Ljubljana, 1975).-The Draft of the Unique Curriculum for the Elementary School in the SA Province of Kosovo (Instruktor u obrazovanju, No. 103/75); - Conception of the Directed Education, published by the Institute for the Advancement of Training and Education in the SR of Slovenia, Octobar 1975); - Program of the Educational Work for Deaf Children of Preschool Age in the SR in the SR of Serbia (Prosvetni glasnik SR Srbije, No. 8/75); - Revised Curriculum of Elementary Education for Mentally Handicapped Children in the SR of Serbia (Prosvetni glasnik No. 7/75); - Regulations on the Unique Curriculum in the Elementary School (Službeni list SAP Kosovo, No. 4/77); - Curriculum and Syllabi for the Training of Blind Youth for the Defense and Protection in Elementary School (Školski glasnik SR BiH, No. 4/75); - The draft of Curricula and Syllabi for the Qualification of the Personnel in 22 Profe-

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sional Occupations in the SA Region of Vojvodina (Prosvetni pregled, No. 4/75); - The Draft of the Common Plan of the Educational Work in the Elementary School in the SR of Serbia (Beograd, November 1975); - Regulations on the Curriculum and Syllabi for Elementary Education and Training in Ballet in the SR of Serbia (Službeni glasnik SRS, No. 5/76); - Regulations on Changes and Amendments in the Regulations on the Curricula and Syllabi of Subjects in General Education for Youth and Adults on the Level of Secondary Education (Službeni list SRS, No. 11/76); - The Bases of Curricula and Syllabi for Vocationally Oriented Education in the SA Province of Vojvodina (Misao, No. 28/76); - Curricula and Syllabi of Special Schools in the SR of Slovenia (Uradni list Slovenije, No. 4/75); - The Draft of the Curricula of Common Bases of the Directed Education in the SR of Monte Negro, defined in March 1975; - The Proposal of the Curricula of Orientation Issuing from the Common Bases of Secondary Education in the First and Second Year of Secondary Directed Education in the SR of Serbia; - Curricula of Common Bases of Secondary Education in the First and Second Year of Secondary Directed Education in the SA Province of Vojvodina, passed in March 1975; - Curricula and Syllabi of Common Bases of Directed Education in the SR of Montenegro (Pedagogical Library of the Republican Institute for the Advancement of Education in the SR of Monte Negro, No. 4/76); - The Bases of Programs of Higher Education in Croatia (Delegatski vjesnik, No. 6/77).

CHANGES IN ADMINISTRATION AND FINANCING

In the recent period in all republics and autonomous provinces the structuring, revising and superstrucruring and financing education, have been worked out in the way as laid out in Part One of this report. The system has

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been consolidated and developed but is developing still farther. Some difficulties and some dilemmas have appeared regarding the establishment of larger forms of school organisation (central elementary schools, large educational centers) and the ways of organizing the self-managing communities of interest for directed education. There were certain difficulties also in programming the development of education because of the disparity in the needs for the personnel in certain occupations, the demographic pressure in some places, or, on the other hand, biased interest of the youth for some types of schools, material and other facilities for the development of the school network and the capacities of secondary schools and colleges.

The expansion of preschool, secondary, and higher education brought about the growth of costs, i.e., the increased participation of the costs of education in the national income. Bearing in mind that the economy was already rather heavily charged, these means had to be limited and consequently the resources were not everywhere commensurate with the needs for provisions of qualitative changes and more important improvement of the material situation of teachers.

It has also been stated that the cooperation of republics and provinces has not always been efficient in bringing into accord some of the solutions.

With regard to this, and on purpose of further development of the system and the practice of self-management and the overall improvement of socio-economic relations in the fields of education, in republics and in regions certain measures are urged to be taken.

1. Efforts are made to further the overall mechanism of self-management in schools so that each subject in the system will be expressed (teacher, administrative and technical worker, pupil/student, parent, delegate of the social community). Where economic and wider pedagogic

reasons dictate the need to associate smaller schools into central ones, care is taken for each unity to preserve its independence, to consolidate its organs of self-management and to keep up the contact with its environment. In 1977 the process of bringing into accord the statutes and other self-management acts of schools with the stipulations of the new Law on Associated Labour.

To ensure greater and immediate interest of schools, workers, and other working people in the work and working conditions in schools, "lower" organizational forms of organization by interest, called the units of the self-managing community of interest, are established within the scope of self-managing communities of interest, at larger schools, in the local community, or for the group of akin schools. The first experiences show that within this scope the achievements in the so-called exchange of work and means, i.e. joint coming to agreement on making provisions for resources, are much better than on the so-called "higher"levels that are farther away.

In self-managing communities of interest, especially in directed education, in some republics and regions efforts are made for better coordination in making provisions for the staffing of qualified personnel and the capacities of schools by simultaneous planning of needs within the self-managing communities of interest for education (by given economic and public activities). It will, however, take time to bring the consolidation up to an adequate level. Therefore it comes to situations characterized by the statement "that" the associated work has not yet been involved in the decision making on policies of education and the creation of its reform to the degree satisfying the demands". Therefore, socio-political organizations insist on envigoration of efforts of reorganizing self-managing communities of interest in education - laying particular stress on the request that they should not remain mere common de-

/children stay at school from morning till late afternoon and during that time they receive the teaching,do their exercises and homework,have lunch and recreation/ and to the transfer of elementary and secondary schools to the system of the fiveday week /instead of the sixday week/ of classes. Everywhere,however,much work has been devoted to conform the everyday work in schools with new requisits which proceed from the above cited social aims of the reform.

In the recent period also the conception for the second stage or vocationally streamlined stage of directed secondary education has been prepared,and in Croatia and Vojvodina,and in experimental schools of Serbia and Kosovo curricula and syllabi for this stage have been worked out and are to be put in practice in the school year 1977/78.in the cited republics and provinces.

Gradually,in particular in the centers of education, the new system of unique secondary education and development of youth and adults is being constituted, i.e., the unity of "in class and extra-mural" forms of education is being realised. Everywhere where new forms have been introduced there developed very intensive activity on the reconstruction of the network of schools,information of pupils and parents, preparation of new textbooks,adequate information and promotion of teachers.

More and more intensive have become also the discussions on the reform of higher education within the framework of the unique system of directed education. Curricula in higher education,that follow on the new curricula in the second stage of secondary directed education,are to be put in practice in 1979/80 at the earliest. Therefore,by now, in discussions and in practice,greater attention has been paid to such problems in higher education as: better co-operation

between faculties and colleges and economic and other working organizations; the condensation of curricula and syllabi and their modernization; intensification of marxist education, of civil defense education and training, of physical training; further development of selfmanagement with particular stress on students' participation; better coordination of the teaching and research work, etc.

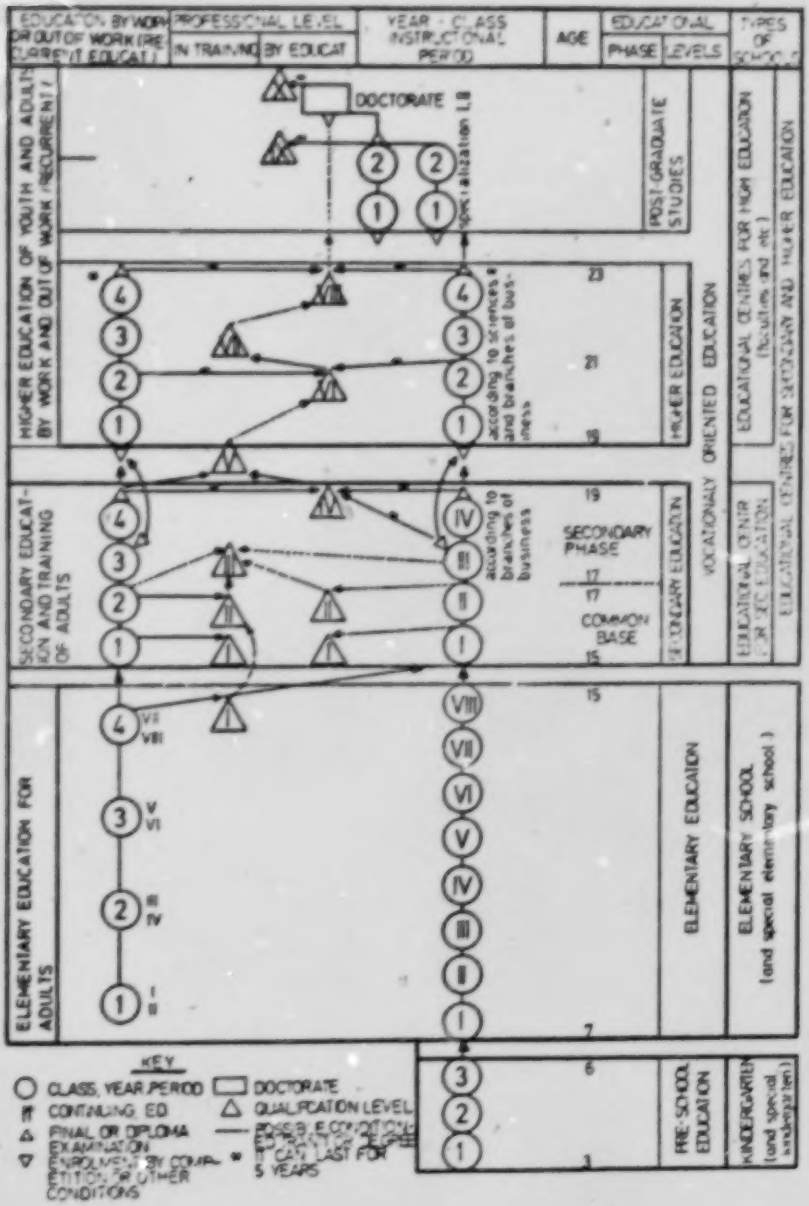
On the whole, the system of education is being shaped and realized on the following characteristic levels:

1. Preschool education.
2. Elementary education.
3. Directed education /secondary - with the first and second stage or in the continuity; higher education - with graduate and post-graduate studies, Master's degrees, and doctorates.

Within this system, from elementary to directed education, there are forms both for youth /full-time schooling/ and adults /on the principle of permanent or recurent education/, and in addition, special forms of education and training on individual levels with specific characteristics /schools in languages of nationalities, schools for handicapped, specific training for the work in given working organizations, etc./.

In the period 1974-77, and this will be characteristic also for the next couple of years, the new forms and curricula of education have been put in practice in initial classes and years of secondary and higher education while, on the other hand, terminal classes of secondary schools and courses in faculties still continue working on the lines of former curricula and syllabi. This duality of systems is a necessity in the period of the transition from the former system to the new one. New curricula and syllabi are being introduced gradually, year by year, and the forms of the old

THE PROJECT OF THE NEW EDUCATIONAL SYSTEM IN YUGOSLAVIA (in consideration and development)



system will be extinct as soon as new curricula and syllabi are put in vigour in all years of secondary and post-secondary education. On the level of the present secondary education, in the so-called directed education,the organization of centers of education for one or several fields of professional training,either on the level of secondary education, or involving both the secondary and higher education levels, is in progress already.

Further on in this report we shall give an abstract of a brief cross-section of the situation in the period 1974-76, the situation on individual levels,the development of forms and of the network of schools in individual lines of education,the main characteristic features of curricula and syllabi,as well as some essential trends of further development. There,the most outstanding common characteristics for all republics and autonomous provinces are laid out while specific solutions have some special trait. Quantitative development by republics and provinces can be reviewed in more details in the tables of statistics given in the Appendix. Separate tables in the Appendix make it possible to see,on examples of some of the republics and provinces /because of the great number of curricula and syllabi it was not possible to give all of them for all republics and provinces,the scope and outlines of teaching contents in elementary and secondary education as well as to observe the differences in solutions.

Preschool Education. In institutions of preschool education,classes and groups for preschool children attached to elementary schools, and in nursery schools organized within the working enterprises, preschool education is organized for children between the age of 3 and 6,giving priority to children whose parents are in employment or who come from deficient families. Educational work is organized on new

curricula adapted to the three ages and on special curricula for the so-called small schools for children who are one year below the school age. In Vojvodina there are also programs for children in cradles /below the age of 3/.

In 1977 220.000 children have been catered for in various forms of social protection and education.

Elementary Education. Elementary education remains compulsory for ages 7-15,offering general education with a more sound stress on social,working,and polytechnical education. It is unique but with the inbeing of the so-called intrinsic differentiation which makes possible the satisfaction of individual interests and of the needs of the environment, supplementary aid to slow pupils,and chances to talented pupils to acquire broader knowledge and to make more rapid progress. Elementary schools,including the less developed /the clases or grades 1-4 are gathered together in one classroom/, in many places,associate in central schools. The assignments of elementary schools are raised also in the fields of: the establishment of departments for preschool children; the participation in the preparation of preschool children for elementary school; the consolidation of the self-managing activities of pioneers /children below the age of fifteen/ and their participation in the productive and other socially useful work at school and in the local community; the enrolment of handicapped children /if necessary in seperate classes/; teaching illiterate adults and offering them elementary education; the development of the school as a cultural center in the local community and its environment,etc.

The enrolment in elementary schools, due to former decline in the birth rate and in consequence of migration, is in stagnation, i.e., in only a slight increase /at the beginning of 1976/77 there were about 2.860.000 children/. In all places,in particular in the less developed ones,where

the rate of drop-outs and of class repeaters was higher,particular /above mentioned/ social and pedagogical measures are taken to improve the situation,the efficiency of schooling and the completion of elementary education. This activity is,in general,successful,so that the repeating of classes has been reduced to the minimum,as well as the rate of drop-outs,and the rate of those completing the 8-year elementary school has increased greatly.

Directed Education. In republics and autonomous regions where the new curricula of the first stage of directed education have not yet been introduced, secondary schools for youth of 15-19 of the types described in Part One of the report continue to exist /secondary schools of general education,secondary technical schools,secondary teachers' training schools,secondary schools of arts,schools for qualified workers,etc./. In classes which still exist the teaching is based,in general,on the former curricula and syllabi,but the modernization of the teaching is carried out in the practice in accordance with the principles laid out above.

The total number of enrolled pupils,without adults, in all types of secondary education /the former and the new ones/ has increased in recent years: from 79o.17o pupils in 1974/75 to 832.85o in 1975/76,and 892.464 at beginning of 1976/77. The number of students enrolled in post-secondary education, 2-year and 4-year colleges,and university faculties,has also increased greatly: from 359.651 in 1974/75 to 393.811 in 1975/76 and 4o3.o51 in 1976/77. In relation to the number of students immediately after the World War II the enrolment in higher education has increased 22 times.

The system of directed secondary and post-secondary education,the conception of which is being worked out, and some of its forms already put into practice,in some republics and autonomous regions,is characterized specially by the

following features:

a/ every form prepares simultaneously both for job and further education; by the rule, the first stage is devoted more to a general preparation for work and to the consolidation of the basis for further education;

b/ in the second stage of directed education particular stress is laid on the preparation for a given occupation, in the way which is unique for youth and adults; it is carried out in full-time education, in on-the-job-training, in recurrent education and in permanent education, always in accordance with the requisits of the unique document on the grades of professional qualifications in occupations; ten grades of professional qualification[1/] are envisaged, whereof the initial, the first grade is, actually, the qualification for the least complex occupations in a proffesion, and the highest, the tenth grade, is on the level of doçtorate; the document is undergoing the procedures for being adopted by the Federal Assembly; the new nomenclature and description of occupations will facilitate the programing;

c/ the grades of professional qualification, and consequently also of education, are acquired, by the rule, except the initial one, gradually progressing from the lower one to the higher ones; after the completion of each grade the education and training for the next grade can be continued immediately, or the candidate can go in employment and continue his education and preparation for the next grade of qualification along with his work in employment and promote his qualification; or, after a given period of work in employment, he may return to school and study for the acquisition of the next grade of professional qualification /recurrent education/;

1/ In Slovenia 8 grades are proposed with the insertion of subgrades.

nally oriented guidance in secondary education,etc./.

Its duration is of two years, by the rule. In republics and provinces that have come to agreement on the appropriate model, in this stage the training is given for the qualification of workers of the fourth grade in a given line, e.g., in the metal line and ship building, electro-technology, chemical technology, textile and leather, civil engineering - construction and architecture, mining and geology, communication (all types of communication), agriculture and food technology, forestry and wood technology, hotel keeping and tourism (and personal services), typography, commerce, culture and education, arts, administration, economy, medical, etc. Simultaneously, this stage prepares pupils for further education, permanent education, promotion in professional and educational qualification, and self-education. The given grade of qualification denotes qualified work of intermediate complexity and thus the dualism in occupations of technicians and those of qualified workers is eliminated.

To make provisions for the above given, stressed dual functions (the preparation and training for a given profession on one hand, and the preparation for further education on the other), three groups of obligatory teaching subjects and syllabi are envisaged (within the total of 30 teaching hours a week): a) subjects common for all pupils (mother tongue and literature, marxism and socialist self-management, physical and medical education); b) general vocational subjects (subjects of general culture and technology, most often also a foreign language, the one which is important in the ohosen profession, with the stress on contents and terminology most useful in the given profession; c) the subjects in professional training and practical contents serving to the training for occupations on the fourth grade of qualification. Productive or practical work is also obligatory for 10-15 days a year. There are also facilities for optional courses, the engagement of the school in

organizing pupils' free activities, the participation of pupils and students in self-management, etc.

The duration of education in the second stage might differ (from 6 months to 2 years, depending upon the complexity of jobs of qualified workers of 4th grade qualification in the line). The forms may also differ (class, group) from one subject to another, etc.

The projects of some republics and regions (Macedonia, Vojvodina, and some others) envisage the possibility for the acquisition of the 3rd grade of professional qualification in the first year of the second stage (the third year of secondary education), and after the completion of the second year of the second stage (the fourth year of secondary education) and the passing of final exams, the 4th grade. Very similar are the solution in experimental schools of Serbia.

Final exams are project at the end of schooling, after the completion of the second stage. The passing of exams in practisal work would award professional qualification and the success in the theoretical part of exams would open the ways to further education.

Those who attain the 4th grade of professional qualification will be able (a) to go in employment and to continue their training and education alongside with word and to go in for the 5th grade of the professional qualification of the specialized or independent qualified worker; (b) to go in employment and alongside with work to continue their education on college or faculty levels - (6th resp. 7th grade of qualification); (c) to continue immediately their education for higher professional qualifications (6th-8th grades of professional qualifications). The latter possibility is envisaged for the most talented and most dilligent students, as the intention is to involve the bulk of youth first in employment. On this item there are different opinions.

Higher directed education has also to be projected by grades. On the college level the preparation for the 6th

grade, then the 7th grade (usually education and work in employment going side by side, and the next, the 8th grade (university faculty level). Post-graduate specialization and Master's degree entitle for the 9th grade of professional qualification and the doctorate for the 10th grade.

New curricula of the second stage of the secondary directed education are to be put in practice in 1977/78 (in Croatia and Vojvodina, and in experimental schools of Serbia and Kosovo), in 1978/79 in Monte Negro, and in 1979/80 in Serbia, Kosovo, and Macedonia.

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Alongside with the changes in the curricula of elementary and secondary education of the youth, in most republics and provinces curricula in languages of nationalities (national minorities), for special schools (for handicapped children and youth), and for schools and other types of adult education.

RESEARCH IN EDUCATION AND INFORMATION SERVICES

In the preparation of the reform and in its putting into practice former research, as well as research and experiences of other countries, are utilized. Because of the great engagement of research and professional workers on the preparation of documents, and short terms, wider research work, which should penetrate more deeply and give the indispensable insight in the character of the system, could not have been provided for.

The most important research work that has been accomplished, or that is in progress, refers to the following fields of studies:

1. economics of education (planning, cost of education, etc.);
2. self-management (development; the model of the self-managing socialist school; participation of pupils and students in self-management; the functions of the director (headmaster, or principal), etc.;
3. comparative pedagogy (experiences in reforms in foreign countries; monographies on the systems of education in several countries);
4. following-up and recording the results of experimental new curricula in elementary and secondary schools);
5. social attitudes and interests of the youth;
6. educational efficiency on individual levels of education;
7. models of the 5-day teaching week;
8. systems and models of the day-school and prolonged stay at school;
9. relations of the school and the social environment;
10. and other items including the problems of didactic nature (the speech of children, training for self-education, creativity in teaching, teaching methods in individual subjects, the system of assessing learner's success (marking system), education in languages of nationalities (national minorities), etc.).

The most important institutions of educational research are: pedagogical institutes (Ljubljana, Beograd), chairs of pedagogy and psychology at faculties training the teaching personnel, some chairs at faculties of political and managerial sciences. In the preparation of the reform

of the system of education, in the working out of the curricula and syllabi, and in the studies on teaching methods, the most intensive work takes place in institutes for the education in all republics and autonomous regions (with the headquarters in Beograd, Zagreb, Ljubljana, Sarajevo, Titograd, Skopje, Novi Sad and Priština), and research of more limited scope and the follow-up is carried out by provincial institutes of education and in some teachers' training institutions.

All republican institutes for the advancement of education have their services of documentation and information. More developed services, that follow-up the development of education in other republics and autonomous provinces as well as in foreign countries, are developed in the following institutions: Republican Institute for the Advandement of Training and Education in Serbia - Beograd; Republican Institute for the Advancement of Training and Education in Croatia - Zagreb; Institute for the Advancement of Training and Education in Slovenia - Ljubljana, etc.

Beside the institute, information is compiled and dispetched also by educational journals and magazines (Prosvetni delavec - Ljubljana; Školske novine - Zagreb; Prosvjetni list - Sarajevo; Prosvjetni rad - Titograd; Prosveten rabotnik - Skopje; Misao, Novi Sad; Shendija - Priština) and other newspapers, as well as radio and television.

The public media of communication have been engaged intensivuly on informing the public on the changes in education and on public discussions on individual documents of the reform.

ANNEXES

STATISTICAL TABLES

Table 1

ELEMENTARY AND SECONDARY SCHOOLS IN YUGOSLAVIA IN 1974/75 AND 1975/76

Types of schools	Number at the end of the school year							
	schools		classes		pupils		teachers	
	1974/75	1975/76	1974/75	1975/76	1974/75	1975/76	1974/75	1975/76
ELEMENTARY SCHOOLS /8.year/	13540	13442	168588	165822	2866847	2856453	127988	130977
SECONDARY SCHOOLS - total	2172	2652	26516	27691	794170	852850	21215 1/	27700 1/
from that:								
- Common bases of secondary vocationally oriented education	... 2/	450	... 2/	2948	... 2/	91198	... 2/	6988 1/
- Schools for skilled workers	816	792	9381	8612	272400	247315	3299 1/	3016 1/
- Schools for other professional cadres	10	14	31	43	1046	1488	14 1/	20 1/
- Schools according to the Law on professional education /in Slovenia/	16	21	33	43	684	788	18 1/	18 1/
- Technical and other schools for secondary cadres /economical, medical schools etc./	668	710	7953	7938	245645	245511	5806 1/	5465 1/
- General technical schools	128	126	1335	737	59500	21151	71 1/	411 1/
- Schools for training teachers	37	34	333	329	9039	9133	748 1/	849 1/
- Art schools	46	46	47	54	4562	4547	1352	1480
- Gymnasiums	457	459	7283	6987	212294	211919	9887 1/	9827 1/
OTHER SCHOOLS	...	...	...	...	...	...	...	...
- Schools for handicapped	521	581	3079	3259	3639	3960	3211	3504
- Schools for adults	1118	1152	4062	4457	114590	124459	4668	5582
- Schools for supplementary training	225	251	...	...	38332	8216	1949	1839

1/ The number of teachers in independent secondary schools are stated only. To the total number of teachers in secondary educational centres in 1974/75 26.148 and in 1975/76 27.905 teachers should be added.

2/ The statistical data that will be applied in the I grade in the republics and provinces are not seperately noted.

Table 2

REVIEW OF MEMBER OF CHILDREN IN ELEMENTARY AND SECONDARY EDUCATION FOR 1975/76 IN YUGOSLAVIA - IN REPUBLICS AND PROVINCES

/NOT INCLUDING SPECIAL SCHOOLS AND SCHOOLS FOR ADULT EDUCATION/

Republic - province	Elementary schools 1975/76		Secondary schools 1975/76	
	schools	students	schools	students
SFRY - Total	13442	2856453	2652	832850
Bosnia-Herzegovina	2707	673228	372	153268
Montenegro	628	89256	57	26187
Croatia	2988	525889	957	179800
Macedonia	1318	270154	146	66516
Slovenia	884	218560	273	77298
Serbia - Total	4917	1079366	847	329781
Serbia - proper	3461	580945	422	196311
Kosovo	879	285696	135	56983
Vojvodina	577	212725	290	76487

ANNOTATION: In 1975/76 there were 569 educational centres with 18.412 classes and 537 131 students in SFRY.

Table 3

STUDENTS WHO HAVE FINISHED ELEMENTARY AND SECONDARY SCHOOLS IN 1973/74 - 1974/75.

Types of schools	1973/74	1974/75
ELEMENTARY SCHOOLS-total	288.125	303.287
SECONDARY SCHOOLS - total	182.472	183.589
From that: Schools for skilled workers	89.901	87.534
Schools for other vocational cadre	443	424
Technical and other vocational schools	47.135	51.049
General technical schools	644	205
Schools for training teachers	1.663	1.327
Art schools	824	751
Schools for vocational training	-	-
Schools according to the law on professional training	542	360
Gymnasiums	41.520	41.939
OTHER SCHOOLS - Schools for handicapped	3.692	4.291
- Schools for adults	42.087	41.939
- Schools for supplementary training	2.502	3.874

Table 4

JUNIOR COLLEGES AND COLLEGES IN 1974/75 AND 1975/76

Types of schools	1974/75			1975/76		
	schools	students	regular	schools	students	regular
Total in SFRY	287	359.651	228.256	296	393.801	241.055
Faculties	141	238.006	180.498	145	256.993	190.619
Faculties and Art Academies	10	1.371	1.339	14	2.981	2.814
Colleges	7	12.174	5.848	6	10.352	4.290
Junior colleges	129	108.100	40.571	131	123.475	43.332

Table 5

COLLEGES AND JUNIOR COLLEGES IN REPUBLICS AND PROVINCES

Republic-province	1974/75			1975/76		
	schools	students	regular	schools	students	regular
Colleges and Junior Colleges Total in SFRY	289	359.651	227.256	296	393.8o1	241.o55
Bosnia - Herzegovina	38	42.449	22.792	41	47.613	25.271
Montenegro	5	5.446	3.226	5	5.558	3.614
Croatia	84	68.214	49.2o4	83	78.511	5o.356
Macedonia	21	37.499	27.156	23	39.351	28.634
Slovenia	26	26.757	18.379	26	28.o82	19.o47
Serbia - total	113	179.286	1o6.499	118	194.686	114.133
Proper	71	113.287	69.7oo	76	121.556	73.348
Kosovo	15	28.99o	19.177	17	35.759	22.677
Vojvodina	27	37.oo9	17.622	25	37.371	18.1o8

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Table 6

GRADUATED STUDENTS IN YUGOSLAVIA
in 1965 - 1974 in 1975 and in 1976

Types of schools	1965-1974		1975		1976	
	total	regular	total	regular	total	regular
Higher education in Yugoslavia - total	324122	228501	43914	29587	45550	30364
From that: Faculties	137445	118718	21174	18288	23257	19704
Faculties and Art Academies	2955	2861	361	338	477	434
Colleges	6827	3693	467	289	412	211
Junior colleges	147257	82910	19367	9206	18629	8663
I grade of higher education	29638	20319	2545	1466	2775	1352

Table 2

NUMBER OF PUPILS AND STUDENTS IN 1976/77
/preliminary,incomplete data/

Types of schools	Pupils and students
TOTAL IN SFRY	4.342.292
ELEMENTARY SCHOOL - total	2.860.795
SECONDARY SCHOOLS - total	892.464
OTHER ELEMENTARY AND SECONDARY SCHOOLS /for handicapped,for adults/ - total	185.982
JUNIOR COLLEGES AND COLLEGES - total	403.051

EXAMPLES OF ELEMENTARY AND SECONDARY EDUCATION CURRICULA

Table 1

Annual general programme and curriculum of elementary schools /Croatia,1972/

	Number of classes per annum by grades								
	I	II	III	IV	V	VI	VII	VIII	Total
1	2	3	4	5	6	7	8	9	10
Group of general subjects									
Croatian or Serbian	210	210	175	175	175	175	140	140	1400
Mathematics	175	175	175	175	175	175	140	140	1295
Foreign language	-	-	-	/52,5/	105	105	105	105	420/472,5/
Nature and Society	105	105	140	140					490
Group of social science subjects									
History	-	-	-	-	35	70	70	70	245
Geography	-	-	-	-	35	70	70	70	245
Group of natural science subjects									
Nature	-	-	-	-	70	70	-	-	140
Biology	-	-	-	-	-	-	70	70	140
Chemistry	-	-	-	-	-	-	70	70	140
Physics	-	-	-	-	-	-	70	70	140
Total	490	490	490	490 /542,5/	595	665	735	735	4655 /4707,5/
Group of subjects with emphasis on character formation									
Form community hour	35	35	35	35	35	35	35	35	280
Physical education	87,5	87,5	105	105	70	70	70	70	700
Technical training	-	-	-	-	35	70	70	70	245
Art	35	35	70	70	70	70	35	35	420

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1	2	3	4	5	6	7	8	9	10
Music	35	35	70	70	70	70	35	35	420
Total	192,5	192,5	280	280	315	315	245	245	2065
General program and curriculum	682,5	682,5	770 /822,5/	770	910	945	980	980	6720 /6772,5/
Optional courses Agriculture, etc.	/up to 40/							/up to 40/	
Supplementary or additional courses	70	70	70	70	70	70	70	70	560
Free activities /sport, art, technical/	35	35	35	35	35	70	70	70	385
Total	105	105	105	105	125	160	190 /180/	140	1035 /1075/
Compulsory practical courses									
First aid and protection	-	-	-	-	-	-	20	-	20
Husbandry /Domestic science/	-	-	-	-	20	20	30	-	70
Total	-	-	-	-	20	20	50	-	90
GENERAL PROGRAMME AND CURRICULUM	787,5	787,5	875	875 /927,5/	1035	1105	1170	1120 /1160/	
TOTAL							7775 /7795/	/7807,5/ /7847,5/	

Table 2

VERIFIED CURRICULUM FOR ELEMENTARY SCHOOL /Macedonia,1977/

Ord. No.	S U B J E C T S	Classes							
		I	II	III	IV	V	VI	VII	VIII
1.	Mother language	6	6	6	4	4	4	4	3
2.	Nature and society	2	2	3	-	-	-	-	-
3.	General science	-	-	-	2	2	-	-	-
4.	Physics	-	-	-	-	-	-	2	3
5.	Chemistry	-	-	-	-	-	-	2	2
6.	Biology	-	-	-	-	-	2	2	2
7.	Mathematics	6	6	5	5	5	4	3	3
8.	Technical education	-	-	-	2	2	1	1	1
9.	Social science	-	-	-	2	-	-	-	-
10.	Geography	-	-	-	-	1	2	2	2
11.	History	-	-	-	-	1	2	2	2
12.	Language of the nationalities	-	-	-	-	1	2	-	-
13.	Foreign language	-	-	-	-	3	3	2	2
14.	Physical education	2	2	2	2	2	2	2	2
15.	Art	1	2	2	2	2	1	1	1
16.	Music	1	1	2	1	2	1	1	1
	Total number of compulsory hours	18	19	2o	2o	25	25	25	25

NOTE: A curricula and syllabi for free activities, productive work and sociallyuseful work,public and cultural activities etc.

Table 3

CURRICULA FOR ELEMENTARY SCHOOLS ON ALBANIAN
/Montenegro,1973/

SUBJECTS	Weekly fund of hours by classes								
	I	II	III	IV	V	VI	VII	VIII	Total
1. Albanian	6	6	6	5	4	4	4	4	39
2. Nature and Society	2	2	3	-	-	-	-	-	7
3. Natural science	-	-	-	2	2	3	-	-	7
4. Physics	-	-	-	-	-	-	2	2	4
5. Chemistry	-	-	-	-	-	-	2	2	4
6. Biology	-	-	-	-	-	-	2	2	4
7. Mathematics	5	5	5	5	5	4	4	4	37
8. Technical education	-	-	-	1	2	2	1	1	7
9. Social science	-	-	-	2	-	-	-	-	2
1o. Geography	-	-	-	-	1	2	2	2	7
11. History	-	-	-	-	1	2	2	2	7
12. Serbo - Croation x/	-	-	/2/	/2/	2	2	2	2	8
13. Foreign language xx/	-	-	-	/2/	2	2	2	2	8
14. Physical education xxx/	5/2	5/2	3	3	3	3	2	2	21
15. Art	1	2	2	2	2	1	1	1	12
16. Music	2	2	2	2	1	1	1	1	12
Total	18 1/2		19 1/2		21	22	25	26	27	27	186
17. Class-teacher hour	1	1	1	1	1	1	1	1	8

	I	II	III	IV	V	VI	VII	VIII	Total
Courses per annum by hours:									
18. Domain of Domestic science	-	-	-	-	-	1o	1o	-	
19. First aid and protection	-	-	-	-	-	-	1o	15	
2o. Domain of acriculture and tourism	-	-	-	-	-	-	-	15	
21. Domain of communication education	-	-	-	-	-	-	1o	-	

*/ According to the conlussions of the Educational Council of SR of Montenegro schools are allowed to increase the weekly serbo-croatian language hours that have been comprised by this curricula, with the approval of the commune authorities.

**/ Foreign language is optional in the IV grade

***/ Physical education is performed 5 times weekly for 3o min. in the I and II grade.

SUPPLEMENTARY COURSES will be performed according to the Law on elementary education.

ADDITIONAL COURSES will be organized for those pupils whose individual abilities surpass the framework of regular teaching syllabi.

FREE ACTIVITIES will be performed in the framework of the courses in the whole and by subjets and areas in order with the teaching syllabi and the programme's structure of elementary schools.

Table 4

CURRICULA OF COMMON EDUCATIONAL BASES FOR SECONDARY DIRECTED EDUCATION
/Serbia,proper, 1976/

EDUCATIONAL AREAS AND SUBJECTS	CLASSES AND FUND OF HOURS					
A/ AREA OF GENERAL EDUCATION	I W.	Year	II W.	Year	W.	TOTAL
1. Serbo-Croatian	4	14o	4	14o	8	28o
2. Foreing language	2	7o	2	7o	4	14o
3. Art /ecthetica/	2	7o	-	-	2	7o
4. Physical and health education	2	7o	2	7o	4	14o
5. Elements of defence and protection	2	7o	2	7o	4	14o
TOTAL:	12	42o	1o	35o	22	77o
B/ SOCIO-ECONOMIC AREA						
6. Fundamental principles of Marxism and self - management socialism	2	7o	2	7o	4	14o
7. History	2	7o	2	7o	4	14o
8. Geography	2	7o	-	-	2	7o
TOTAL:	6	21o	4	14o	1o	35o
C/ NATURAL SCIENCE AREA AND MATHEMATICS						
9. Mathematics	4	14o	4	14o	8	28o
1o. Physics	2	7o	2	7o	4	14o
11. Chemistry	2	7o	2	7o	4	14o
12. Biology	2	7o	1	35	3	1o5
TOTAL:	1o	35o	9	315	19	665
D/ AREA OF PRODUCTION AND TECHNOLOGY						
13. Elements of technology and production	2	7o	2	7o	4	14o
TOTAL:	2	7o	2	7o	4	14o
TOTAL OF ALL AREAS:	3o	1o5o	25	875	55	1925
E/ OPTIONAL PART	-	-	5	175	5	175
TOTAL:	3o	1o5o	3o	1o5o	6o	21oo

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*/ The area of production and technology is combined with 1o practical working days. Socially - useful work as an obligatory working activity is realized 35 hours during the whole year.

NOTE: Optional courses deepen and widen the subject contents in the teaching curriculum or comprises contents which mean wider guidance to some occupations as well as contents for acquiring a professional degree for simpler and deficient occupations.

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Table 5

CURRICULA FOR COMMON BASES OF SECONDARY EDUCATION
/Kosovo, 1975/

Educational areas and subjetcs	Weekli fund of houre by classes	
	I	II
A. COMMON BASES		
I HUMANITIES	9	9
1. Mother tongue and literature	4	4
2. Non-mother tongue	2	2
3. Foreign language	2	2
4. Art	1	1
II SOCIO-ECONOMIC	6	5
5. History	2	3
6. Fundamental principles of Markism and self - management socialism	2	3
7. Geography	2	-
III NATURAL SCIENCE AND MATHEMATICS	8	9
8. Mathematics	4	4
9. Physics	2	2
1o. Chemistry	2	-
11. Biology	-	3
IV PHYSICAL AND HEALTH EDUCATION AND DEFENCE AND PROTECTION	4	4
12. Physical and health education	2	2
13. Defence and protection	2	2
V PRODUCTION AND TECHNOLOGY	5	5
14. Elements of technology and production	5	5
TOTAL WEEKLY:	32	32
B. OPTIONAL PART	x	x

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Table 6

TEACHING CURRICULUM MODEL FOR THE FIRST GUIDED PROGRAMME IN SECONDARY EDUCATION
/Slovenia,1977/

Subjects	Annual number of hours		
	I grade	II grade	
	Common programme's base	Common programme's base	Primary programme's guidance
Slovenian	114	114	-
Foreign language	114	-	-
Art	76	-	-
Fundamental principles of Marxism and self - management socialism	76	76	-
History	76	-	-
Geography	76	-	-
Mathematics	114	-	-
Physics	95	-	-
Chemistry	76	-	-
Biology	57	-	-
Production and technology	114	114	-
Productive work	76	76	-
Defence and protection	76	57	-
Physical and health education	76	76	-
Other guided subjects with practical work	-	-	703
TOTAL:	1216	513	703
TOTAL BY CLASSES:	1216	1216	

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Table 2

TEACHING CURRICULA MODEL FOR THE IV PRIMARY DIRECTED PROGRAM IN SECONDARY EDUCATION, UNDERTREND B_2

/Slovenia, 1977/

SUBJECTS	Number of hours per annum								
	I	II	III				IV		
	Programs common bases	Programs common bases	Initial directed program	Final common program	Final special program	Final special program	Final common program	Final common special program	Final special programme
Slovenian	114	114	38	76	-	-	76	-	-
Foreign language I,II	114	-	209	-	171	-	-	152	-
Art	76	-	-	-	-	-	-	-	-
Fundamental principles of Marxism and self-management socialism	76	76	-	38	-	-	38	-	-
History	76	-	114	-	95	-	-	76	-
Geography	76	-	95	-	76	-	-	76	-
Mathematics	114	-	114	-	38	-	-	-	-
Physics	95	-	-	-	-	-	-	-	-
Chemistry	76	-	-	-	-	-	-	-	-
Biology	57	-	-	-	-	-	-	-	-
Production and technology	114	-	-	-	-	-	-	-	-
Productive work	76	57	-	-	-	-	-	-	-
Defence and protection	76	57	-	-	-	-	-	-	-
Physical and health education	76	76	-	-	-	-	-	-	-
Other directed subjects with practical work	-	-	113	-	152	494	-	76	646
TOTAL	1216	513	703	190	532	494	190	380	646
TOTAL BY CLASSES	1216	1216			1216			1216	

Table 8

TEACHING CURRICULA MODEL FOR THE IV PRIMARY DIRECTED PROGRAM IN SECONDARY EDUCATION, UNDERTREND B_1

/Slovenia, 1977/

SUBJECTS	Number of hours per annum								
	I	II	III			IV			
	Program common bases	Program common bases	Primary direct. program	Final common program	Final common special program	Final special program	Final common program	Final common special program	Final special program
Slovenian	114	114	38	76	-	-	76	-	-
Foreign language	114	-	95	-	76	-	-	76	-
Art	76	-	-	-	-	-	-	-	-
Fundamental principles of Marxism and self-management socialism	76	76	-	38	-	-	38	-	-
History	76	-	-	-	-	-	-	-	-
Geography	76	-	-	-	-	-	-	-	-
Mathematics	114	-	114	-	114	-	-	114	114
Physics	95	-	114	-	114	-	-	76	-
Chemistry	76	-	114	-	76	-	-	57	-
Biology	57	-	95	-	76	-	-	57	-
Production and technology	114	114	-	-	-	-	-	-	-
Productive work	76	76	-	-	-	-	-	-	-
Defence and protection	76	57	-	-	-	-	-	-	-
Physical and health education	76	76	-	76	-	-	76	-	-
Other directed subjects with practical work	-	-	133	-	76	49	-	-	646
TOTAL	1216	513	703	190	532	494	190	380	646
TOTAL BY CLASSES	1216	1216		1216				1216	

Table 9

CURRICULUM OF SECONDARY SCHOOL OF GENERAL EDUCATION

/Serbia, 1969/

Ord. No.	Subjects	Classes							
		Social sciences and humanities line				Natural sciences and mathematics line			
		I	II	III	IV	I	II	III	IV
1.	Serbocroatian language and literature	5	4	4	4	5	4	4	4
2.	History	3	3	3	3	3	3	2	-
3.	Elements of the science of society and social order of the SFRY	-	-	3	5	-	-	2	2
4.	Psychology	-	2	-	-	-	2	-	-
5.	Logic	-	-	2	-	-	-	2	-
6.	Phylosophy	-	-	-	3	-	-	-	2
7.	Fine Arts	2	1	1	1	2	-	-	-
8.	Music	1	1	1	1	2	-	-	-
9.	Foreign language I	4	3	3	4	4	3	3	3
1o.	Foreing language II	-	3	3	3	-	-	-	-
11.	Latin language	2	2	-	-	2	2	-	-
12.	Geography	2	2	-	2	2	2	-	2
13.	Biology	3	2	2	-	3	2	2	2
14.	Chemistry	-	2	2	-	-	2	2	2
15.	Physics	2	2	2	-	2	3	3	3
16.	Mathematics	5	3	2	2	5	5	5	5
17.	Technical education	2	2	2	2	2	2	2	2
18.	Elements of defense and protection	-	-	2	2	-	-	2	2
19.	Physical training	3	3	3	3	3	3	3	3
2o.	Astronomy	-	-	-	-	-	-	-	1
21.	Descriptive geometry	-	-	-	-	-	-	2	2
	Total	34	35	35	35	34	34	35	35

Table 1o

CURRICULUM OF MECHANICAL ENGINEERING /SECONDARY/ SCHOOL
/Bosnia-Herzegovina,1971/

Crd. No.	Subjects	Classes I	II	III	IV
1.	Serbocroation language	3	3	3	3
2.	Foreign language	2	2	2	2
3.	History and the governmental and social order of the SFRY	2	2	-	-
4.	Physics	2	-	-	-
5.	Elements of political economics and the economy of the SFRY	-	-	2	-
6.	Physical training	2	2	2	2
7.	Defense and protection	-	-	2	2
8.	Mathematics	5	5	3	3
9.	Chemistry	2	-	-	-
1o.	Technical design and descriptive geometry	6	-	-	-
11.	Resistance of materialis	-	3	-	-
12.	Mechanics	3	2	2	-
13.	Elements of mechanics	-	4	4	-
14.	Structural mechanics	-	2	3	4
15.	Technology of materialis	3	-	-	-
16.	Mechanical reckoning	-	3	4	2
17.	Thermodynamics	-	-	3	-
18.	Steam-engines /steam - boilers,steam-turbines/	-	-	-	3
19.	Hydraulics	-	-	2	-
2o.	Hydraulic machines	-	-	-	2
21.	Heating,climatisation and refrigerating	-	-	-	3
22.	Internal combustion engines and motor vehicles	-	-	-	3
23.	Cranes,hoists and other transfer devices	-	-	-	2
24.	Electrical engineering and automatization	2	2	-	-
25.	Organization of industrial production	-	-	-	2
26.	Practical training and worksafety	3	3	2	-
27.	Laboratory practice	-	-	-	2

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Table 11

CURRICULUM FOR SCHOOLS FOR SKILLED WORKERS
/Bosnia-Herzegovina,1972/

Ord. No.	Subjects	Classes I	II	III	Weekly Total	Annual Total	%
	I Humanities						
1.	Serbocroatian or Croato-serbian language	3	2	2	7	245	
2.	Foreign language	2	2	2	6	21o	
3.	History	2	2	-	4	14o	
4.	Geography	2	-	-	2	7o	
5.	Elements of social science	-	-	3	3	1o5	
6.	Physical and health education	2	2	2	6	21o	
7.	Defense and protection	-	2	2	4	14o	
	T o t a l: I	11	1o	11	32	112o	36,6
	II Domain of natural sciences and mathematics						
8.	Mathematics	3	2	2	7	245	
9.	Physics	2	2	-	4	14o	
1o.	Chemistry	2	-	-	2	7o	
11.	Biology	2	-	-	2	7o	
	T o t a l: II	9	4	2	15	525	16
	Total I and II:	2o	14	13	47	1645	52,2
	III Directed professional education						
12.	Elements of the profession and specific supplementary contents of professional education	1o	16	17	43	15o5	47,8
	T o t a l: III	1o	16	17	43	15o5	47,8
	The total of I+II+III	3o	3o	3o	9o	315o	1oo%

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Table 12

CURRICULUM FOR SKILLED WORKERS' EDUCATION
/TECHNICIANS/[m] OF ECONOMIC PROFESSION
/Vojvodina,1977/

Stream: financial
Occupation: professional financial worker

	Class and number of hours per annum					
	I	II	III	I	II	III
I AREA OF GENERAL EDUCATION						
1. Literature and art	70			66		
2. Marxism and self-management socialism	35			66		
II GENERAL PROFESSIONAL EDUCATION						
3. Foreign language	105			66		
4. Geography				66		
5. Elements of political economics and the economy of the SFRY	70			66		
6. Mathematics	105			99		
III DIRECTED PROFESSIONAL EDUCATION						
7. Book-keeping	70	70		99	99	
8. Economic and organization of labour	140			66		
9. Economical law				66		
10. Statistics				66		
11. Birotechnics	70	70		33	33	
12. Financial system with financial business of BOAL[mm]	70	70		33	66	
13. Social income	105					
TOTAL NUMBER OF HOURS:	840	210		792	198	
	1050			990		
IV Physical and health education /obligatory subject which is not included in the fund of teaching hours/	70			66		
V Optional subjects	105			99		
VI Continual practical /professional/ work lasting for 15 days /in the III grade/						

VII The final exam /in the IV grade/ contains professional domestic work, written work in school from literature and art and oral /written/ exam from the following professional subjects: Elements of political economics and the economy of the SFRY and the financial system with financial business of BOAL

m/ Binomials are used in the transitive period - up to the adoption of the qualification ladder.

mm/ Basic organisation of associated labour

KEY: T - theoretical teaching, E - exercises,
P - practical courses

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Table 13

CURRICULA FOR THE FINAL
SECONDARY EDUCATION LEVEL

/Croatia,1977/

Curricula of the direct education of youth for the IV unified qualification ladder level for the area of machine treatment of metals.

Ord. No.	Bases of curriculum and syllabus	III year	IV year	TOTAL HOURS
1.	Serbocroation or Crostoserbian	7o	64	134
2.	Theory and practice of self - managing socialism	35	-	35
3.	Mathematics	7o	64	134
4.	Physical education	7o	64	134
	T o t a l:	245	192	437
	PROFESSIONAL THEORETICAL BASES			
5.	Economics and organization of production	7o	-	7o
6.	Technical mechanics	7o	-	7o
7.	Elements of materials	7o	-	7o
8.	Automatization	7o	-	7o
9.	Technical design and elements of machines	175	-	175
	T o t a l:	455	-	455
	AREA OF PRODUCTION AND TECHNOLOGY			
1o.	Technology of business branch	7o	-	7o
11.	Profesional technology	-	64	64
12.	Productive work	35o	768	1118
	T o t a l:	42o	832	1252
	T O T A L:	112o	1o24	2144
13.	Practical training	1o5	-	1o5
14.	Optional part	14o	14o	28o

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THE DEVELOPMENT OF EDUCATION IN YUGOSLAVIA - 1974-1976

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